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**Target language use in Modern Language classrooms:  
Perception and change among newly qualified teachers in  
Scotland**

**Michael Lynch**

**A thesis presented in fulfilment of the requirements of the  
degree of Doctor of Philosophy**

**The University of Edinburgh**

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### ***Statement of Authorship***

**I certify that this thesis has been written by me and is my own work.**

**The work has not been submitted for any other degree.**

**Michael Lynch**

## Abstract

In this thesis I investigate the practices and perceptions of some Newly Qualified Teachers (NQTs) of modern foreign languages (MFL) in Scotland in relation to how they use the target language (L2). I seek to answer the questions “In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms?”, ‘What reasons do they give for how they use it?’ and “In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language and what reasons do they give for any changes they make?”. The issue arises because of the continuing gap between what initial teacher education (ITE) advocates in respect of L2 use and what qualified teachers say they do, in so far as there is evidence in this area. There is little empirical evidence relating to how and why MFL NQTs develop the practices and perceptions of qualified teachers. Data was gathered through an online questionnaire issued to all modern languages teachers in Scotland and semi-structured interviews were conducted with a small group of PGDE (Secondary) Modern Languages students at the end of their PGDE year and at the end of their first year of teaching as NQTs. Audio-recordings of the NQTs were also made during this first year of teaching. Data from the four sources were analysed using an inductive approach, remaining flexible in terms of extending, modifying and discarding categories. The findings revealed that the NQTs used considerably less target language during their NQT year and had changed their views on the target language substantially since their PGDE year. They reported that they found it difficult to use L2 for discipline, grammar teaching, explaining things and for social chat. At the same time there were huge changes in their practice and big changes in their views vis-à-vis L2 use. Significantly, the data revealed that these changes in practice and views happened very quickly, were a lot starker and occurred a lot faster than previously thought. This situation seems to have many causes – influences from experienced colleagues, survival tactics, how teachers develop their own pedagogy and identity as teachers. This thesis recommends that those involved in ITE and Career Long Professional Learning look particularly at the two areas of situated learning and teacher cognition in relation to the use of the target language. It further recommends collaborative research between teachers in schools and other agencies, such as Education Scotland and local authority quality improvement officers, together with teacher educators to develop an understanding of how to promote effective learning and teaching strategies in relation to the use of the target language in class.

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# Chapter 1 Introduction

## 1.1 Introduction

Modern foreign languages (MFL) in Scotland refers to the teaching of foreign languages (commonly referred to as ‘modern foreign languages’ or simply ‘modern languages’) in Scottish secondary schools, although since 1996 MFL have been introduced in the latter stages of primary school education. In this introduction, I shall present the background and rationale for this study into MFL in Scotland. This will be followed by a description of the structure of the thesis and examination of each chapter’s contribution to the whole.

## 1.2 Reasons for conducting this study

Strong claims have been made for the benefits of teachers’ use of the target language (TL<sup>1</sup>) or second language (L2<sup>2</sup>) in foreign language teaching (Frey 1988; Krashen & Terrell 1988; Chambers 1991). Proponents of exclusive L2 use argue, for example, that it develops competence by using real language for real communication and learning and that exposure to the study of grammar (learning) is less effective than simple exposure to L2 (acquisition). Other researchers advocate a mixture of using the learner’s first and second language (Ellis 1984; Cook 1991; Halliwell et al. 1991; Macaro 1997; Rendall 1998), arguing that using L1<sup>3</sup> for conveying and checking the meaning of words or sentences can be very effective. In Scotland advice on foreign language teaching methods is best summarized by advice contained in a report on effective Modern Language (ML) teaching:

*“In suggesting communication in and through the foreign language as the primary objective of teaching, and in encouraging use of the foreign language in the classroom, account has been taken of empirical evidence in educational and linguistic research on how we learn a foreign language.” (HMIE, 2003: 3.5.2)*

It is stressed in the report that the one element that should never be excluded is use of the target language.

Despite this recommendation, evidence seems to suggest that the target language (L2) is used very little in many Modern Languages classrooms in Scotland (Franklin 1990). This is not due to a lack of emphasis on target language at the Initial Teacher Education (ITE) stage. Typically, ITE courses in Modern Language teaching in Scotland place great emphasis on the use of the TL, as can be seen in the course documentation of one of these ITE courses (Appendix 1, p.307). Indeed, a predominantly communicative

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<sup>1</sup> TL = Target language

<sup>2</sup> L2 = Second language or first foreign language. TL and L2 will be used interchangeably in this thesis.

<sup>3</sup> L1 = Mother tongue or first language



approach centred on the learners and their needs rather than the language itself (Savignon 1991) is the recommended approach to teaching modern languages in schools throughout the United Kingdom:

*“Pupils should be taught the knowledge, skills and understanding through...using the target language for real purposes”* (National Foundation for Educational Research 2001)

*“From the outset, the foreign language rather than English should be the medium in which classwork is conducted and managed.”* (Department of Education and Science (England and Wales), 1988: 12)

*“The natural use of the target language for virtually all communication is a sure sign of a good modern language course.”* (Department of Education and Science (England and Wales) 1990: 58)

The foreign language should be used as much as possible in the classroom (Learning and Teaching Scotland, 2008) following the principles of depth, personalisation, relevance, challenge and enjoyment (Learning and Teaching Scotland, 2009).

Research has shown, however, that while teachers agree that it is desirable to use L2 in the classroom within an overall communicative approach, a large number do not use it in their own classrooms (Gatbonton, E. & Segalowitz 2005; Franklin 1990; Neil 1997; Meiring & Norman 2002).

Student teachers of modern languages on ITE courses often refer to the practice of serving teachers that they observe in placement schools. If these teachers perceive difficulties in using L2 in class they can often communicate their perceptions to new teachers. Often newly qualified teachers of modern languages will start their teaching career making substantial use of the TL, as recommended in their ITE year, but will soon abandon this once they have completed their teacher education (Almarza 1996; Borg 2003). Indeed, anecdotally, Scottish Teacher Education Institution (TEI) lecturers of Modern Languages have noticed this happening as early as during the first and second block placements of a student's ITE programme.

There appears to be very little research in Scotland as to why this should be the case. However, Crichton (2010) has looked at what ‘successful’ teachers do to develop an active response from the learners, specifically, what teachers do to enable pupils to use the TL for a communicative purpose in the Scottish secondary ML classroom. What Crichton (2010) found out was that is important to establish “a collaborative classroom ethos which supports the learners, allowing them to contribute in the TL successfully.” In Meiring and Norman's (2002) study, conducted in England, looking at repositioning the

status of the TL in MFL teaching and learning, they found that at at Key Stage<sup>4</sup> 3 and Key Stage 4<sup>5</sup> “overall proportionately less target language is being used at a stage when knowledge and understanding should in fact generate increased use.”

As this issue is an important aspect of my role as a teacher educator, I have chosen to investigate the perceptions of student teachers vis-à-vis use of the target language in class and how these perceptions might change as they embark on their first post as newly qualified teachers (NQTs) in Modern Language departments in schools.

### **1.3 Research Questions**

In short, it is now possible to see the dislocation between what ITE programmes advocate in terms of target language use and the practice that NQTs see in schools from experienced effective teachers (Nisbett and Ross 1980; Johnson 1996; Borg 2003).. The first research question addresses the practice and the second the perceptions.

In view of the issues outlined above, the research questions for this thesis are:

#### Research Question 1

1(a) In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms?

1(b) What reasons do student teachers of modern languages give for using, or not using, the target language in class?

#### Research Question 2

2(a) In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy<sup>6</sup> in their initial stages of teaching in relation to the use of the target language?

2(b) What reasons do they give for any changes they make?

This thesis reports the findings of research undertaken to identify in what ways ML student teachers use the TL in class and why. However, more importantly, this thesis examines the ways in which ML student teachers appear to change their approaches to the TL very early in their teaching career, using it less and

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<sup>4</sup> Key stage 3 – normally aged 11-14

<sup>5</sup> Key stage 4 – normally aged 14-16

<sup>6</sup> Pedagogy – the theory and practice of how to teach.

less and their justification for doing so. In examining the use of L1 and L2 in this thesis, what is meant is the extent of oral use of L1 and L2 by the students<sup>7</sup> and teachers in this study. As part of this research, the issues of situated learning and teacher cognition will be explored in an attempt to shed light on reasons for this apparently drastic change

## ***1.4 Background to this research***

The European Union demonstrated how important it views ML learning and teaching to be with the issue of its 2002 agreement, which stated that all member states should teach two foreign languages from an early age (Barcelona European Council, 2002). Most European states recognise that languages are important, 84% of those surveyed<sup>8</sup> in 25 European Union (EU) states being of the view that everyone in the EU should speak a language other than their mother tongue and 50% of the view that everyone should speak two languages other than their mother tongue (European Commission, 2006).

Compared with other EU member states, the United Kingdom does not appear favourably in terms of language learning with the UK reported as the second most monolingual EU state after Ireland, with 62% of the population unable to communicate in any other language except English (European Commission, 2006). The House of Lords reported (2005) the decline in language learning and agreed this was ‘a real problem’ (p.64).

Scotland may seem to enjoy more coherence and consensus regarding ML learning and teaching than the rest of the UK (Crichton, 2010); however, concern has been expressed about ML learner competence and uptake in languages, notably at the Royal Society of Edinburgh’s conference in 2006, ‘Languages in Scotland: What’s the problem?’. A number of representatives from business, education and the inspectorate expressed concerns regarding this trend and called for these issues to be addressed. The Scottish Qualifications Authority’s own statistics bear out a worrying decrease in ML Higher<sup>9</sup> examination presentations with a drop of 9000 from 1976 to 7000 in 2006 (Scottish Qualifications Authority, n.d).

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<sup>7</sup> The term ‘students’ is used in this thesis to denote the PGDE student teachers. This should not be confused with the term ‘pupils’. In Scotland, generally the term students is used to refer to further of higher education students, hence the shorthand use of the term in this these. The term ‘pupils’ is generally used when talking about learners in primary and secondary schools.

<sup>8</sup> In each country, the survey covers the population with a minimum age of 15 and having citizenship of one of the Member States. In the acceding and candidate countries, the survey covers nationals of those countries as well as citizens of the EU Member States resident in those countries who have a sufficient command of one of the respective national language(s) to answer the questionnaire.

<sup>9</sup> One of the national school-leaving certificate exams and university entrance qualifications of the Scottish Qualifications Authority.

With English being seen as a world language (See Section 2.3), the benefits of learning a foreign language are often not apparent to pupils in UK schools (Chambers 1991) with many identifying language learning as being ‘lengthy and often tedious’ (Dörnyei 2001, p. 5) compared with so-called ‘softer’ subjects, such as media and sociology (Coe et al. 2008). Kent (1996) had criticised ML content in schools as often being irrelevant and ML teachers have come in for criticism for being ineffective (Kent 1996, Watts & Pickering 2004) with the focus often being on linguistic elements, rather than helping learners to use the language in ‘real life’ situations. These views can result from the approach used by teachers to ensure sound grammatical understanding of the foreign language with too little emphasis on communication skills.

As use of the TL is considered such an integral part of ML teaching and learning to be used as much as possible in the classroom (Learning and Teaching Scotland, 2008), I decided I needed to find out in what way new teachers use the TL and why so many teachers seemingly reject this practice of TL use very early in their teaching careers (Richards and Pennington 1998; Borg 2003). Although there are a lot of studies (Kramsch 1981; Seliger 1983; Hopkins 1989; Haliwell & Jones 1991; Hagen 1992; Stern 1992; MacDonald 1993; Swain & Lapkin 2000; Cook 2001; Pachler & Field 2001; Butzkamm 2003; Widdowson 2003; Hall and Cook 2012) into the teaching of English as a second language (ESL), the majority of these look at teaching adults and there are hardly any looking at the issue of teacher pedagogy into ML learning and teaching in schools. There are a few studies that have examined communicative language teaching in the UK (Crichton 2010; Meiring and Norman 2002); however, none that expressly look at how and why teachers change their ML pedagogy. As a ML teacher educator, I was interested in looking more deeply into this area and it is my hope that this will help me in my role of preparing students to become effective ML teachers in Scottish secondary schools and at the same time be useful to other ML teacher educator colleagues across Scotland and possibly beyond.

## ***1.5 The Study***

In the first part of this chapter I have sought to present the background and rationale for this study. The next section will describe the way this thesis is structured and examine each chapter’s contribution to the whole.

Chapter 2 presents the literature review of this thesis. As this thesis looks predominantly at the use of L1 and L2, the first section of this review examines the literature on language learning and teaching of Modern Languages, showing how influential a range of such approaches have been on languages teachers and how these approaches view the use of L1 and L2 in the classroom, from grammar-translation, the direct method, the communicative approach and socially oriented approaches to SLA. This first section also looks at previous UK studies into the TL and the recently coined term ‘own language’ (Hall and

Cook, 2012). As a lot of modern language learning and teaching theory seems to be linked to theories of how first language is acquired, the second section of the literature review presents a historical perspective of the theories of language development, from behaviourist to constructivist. It is important to consider these theories to understand how these theories have influenced the use of L1 and L2 in the classroom, a behaviourist approach viewing that a stimulus-response approach to second language to be effective (Skinner 1957), while a constructivist approach views social interaction as very important (Vygotsky 1978). Advice and policies set by school management, local authority education departments and national bodies is very influential on teachers, therefore the third section of the literature review looks at the policy contexts in which modern foreign language teachers have found themselves in recent years, particularly in terms of the Scottish policy context and the European policy context. The final part of the literature review examines the effects of initial teacher education (ITE) on practitioners and examines the issues of language teacher expertise, teacher cognition and situated learning in relation to their effects on L1 and L2 use by teachers. These areas all serve to provide a framework of reference during the process of data analysis.

Although a substantial amount of the literature presented looks at the teaching of English as a second or foreign language with adults, the comparisons seem appropriate to the situation of adolescent learners of ML in schools. Indeed, the apparent dearth of studies into this very important area in secondary schools is another compelling reason for carrying out this study to provide some context and age-appropriate research into this area.

Following on from the review of the literature, Chapter 3 sets out the methodology used to collect and analyse the data in each of the subsequent findings chapters. A largely inductive approach was taken to the analysis of data and this chapter includes details of the decisions and procedures taken to ensure that the data were gathered in accordance with ethical guidelines. It was important to approach the data in an inductive manner, remaining flexible in terms of extending, modifying and discarding categories, as I did not wish my own experience or possible unintentional bias to influence my interpretation of the data. Included in this chapter is a description of the decisions which informed my choice of whether to use qualitative or quantitative methods of analysis for the four different data sets, as well as considering the ontological and epistemological assumptions and how these relate to the data.

Chapter 4 examines the context in which the data were collected and the reasons for the choice of participants. The methods used to collect and analyse the data are also described, namely:

1. a questionnaire sent to serving Modern Languages teachers in Scottish schools

2. interviews with six student teachers at the end of their PGDE<sup>10</sup> year
3. audio-recordings of these six student teachers teaching during their Induction Year as NQTs
4. interviews with these six student teachers as NQTs at the end of their Induction Year

These methods are elaborated further below, as is the process I took to codify and begin analysing the data. Finally, issues of reliability and validity are discussed to ensure that the data analysed are as trustworthy as possible, as well as ethical issues.

Chapters 5, 6, 7 and 8 report the findings of the study. These chapters examine the responses to the questions set in the questionnaire and the semi-structured interviews, but also contain an analysis of the audio-recordings of the NQTs made during their first year of teaching.

In Chapter 5 consideration is given to how serving teachers use the TL, for what purposes, often asking teachers to list the uses they make of TL and of English in their daily teaching. Quantitative procedures are used to measure the amount of TL and English used in class and the purposes for which each are used. There are qualitative procedures to analyse the more open responses to some of the questions and these approaches also allowed me to ‘count’ qualitative data, a useful procedure for analysis of text, quite often “... ordinarily lost in intensive qualitative research.” (Silverman 2006, p. 52).

Chapter 6 examines the responses of the PGDE students to the questions posed in the semi-structured interviews. These questions address similar issues as the questionnaire and look at how the PGDE students use the TL and how they use English and their reasons for doing so. These similarities in questions are deliberate, as the responses of the students are important to show if any comparisons can be drawn between the answers the teachers give and those of the students, but most importantly they serve as a baseline of the students’ practices and beliefs against which comparisons can be drawn with their practices during their first year of teaching and their views on the use of the TL at the end of their first year as NQTs. A predominantly inductive approach (see above) was taken to the analysis of these interviews, with the inclusion of some quantitative procedures.

The audio-recordings made by the NQTs during their first year of teaching are analysed in Chapter 7. There are three recordings per NQT where permission was obtained to record in class, totalling 15 recordings. The analysis of these audio-recordings involved describing the different episodes in the lessons and measuring the amount of TL and L1 used in the lessons. This timeline of activities is accompanied by comments and reflections and the amount of L1 and TL use is shown in graphs for each

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<sup>10</sup> PGDE – Postgraduate Diploma in Education. A one-year postgraduate course leading to qualified teacher status.

lesson and then as part of a comparison across all the NQTs recorded. Again a mixture of qualitative and quantitative procedures were used to analyse the data.

Chapter 8 examines the final interviews with the NQTs at the end of their first year of teaching. Like the PGDE interviews, these are semi-structured interviews, but this time the focus is on discussing any changes the NQTs have made to their use of the TL in class in their first year of teaching and their reasons for doing so. In addition, the NQTs are asked to discuss audio extracts of their teaching during the interviews. Once more, a predominantly inductive approach was taken to the analysis of these interviews, with the inclusion of some quantitative procedures.

In Chapter 9, the findings from the previous four chapters are drawn together to discuss the main findings from Chapters 5 – 8, namely the reduction in amount of L2 used by the NQTs in their Induction Year and the reasons for this. This leads on to an examination of how they have changed pedagogy, the acculturation of teachers, teacher cognition and situated learning. The speed of teacher acculturation is examined, as is the degree to which NQTs change pedagogy in the initial stages of teaching. Drawing on ideas explored in the literature review in Chapter 2, theories of teacher cognition are drawn upon to offer an insight as to possible reasons to explain this phenomenon. Ideas of situated learning are examined to try to understand influences on the development of new and novice teachers. This chapter concludes with offering some ideas to help teachers with increasing or optimising their use of the TL, as well as looking at ways in which research can contribute to the future development of language teachers. In addition, this chapter looks at the possible implications for other secondary school subjects and the primary school sector in terms of why NQTs may change pedagogy and the reasons for this.

The final chapter, Chapter 10, starts with a summary of my reasons for conducting this study and relates these to the research questions. This is followed by a summary of the key findings and then a look back at the literature review. The speed at which change occurs in the NQTs' use of pedagogy in relation to the TL, and the starkness of this change, is discussed, followed by a discussion of how this thesis has changed my own thinking in respect of use of the TL. The contribution of what I hope this study makes to the debate on TL teaching is outlined, together with how this research relates to current developments in ML teaching.

Finally, the limitations of this research are presented, together with recommendations for action. The thesis contains my own autobiographical reflection on the journey this study has taken me and how I feel I have developed in terms of my thinking vis-à-vis use of the TL in class, my role as a ML teacher educator and how this study has developed my skills as a researcher.

The next chapter will review the literature relating to TL teaching, exploring theories of L1 and L2 use, first language acquisition and development, policy contexts, the effects of ITE on NQTs, theories of language teacher expertise, teacher cognition and situated learning.

## ***1.6 Terminology***

In this thesis, a number of other studies are examined and as such, it must be pointed out that different researchers often use different terms to describe the same thing, for example, some researchers use the term first language or L1, whilst others refer to this as mother tongue (MT); similarly, some researchers say modern languages (ML) or foreign languages (FL) or modern foreign languages (MFL), whilst others prefer the term second language or L2, or target language (TL). In general, this thesis will use the terms L1 and L2, using ML and TL occasionally for emphasis of the Scottish context. Other specific terms related to the Scottish context will be explained via footnotes.





## **Chapter 2      Literature Review**

### ***2.1 Introduction***

The previous section described the way this thesis is structured and examined each chapter's contribution to the thesis as a whole. This chapter seeks to establish a context for the study by reviewing the literature on language learning and teaching, language acquisition and also the policy contexts in which language teachers find themselves. This literature review will seek to present the influences on new and experienced teachers to try to understand which approaches they use in respect of target language use in class and their reasons for so doing. Inextricably linked to this are theories of language teacher expertise, teacher cognition and situated learning and literature related to these themes will be considered.

In examining these areas, I present a justification for undertaking this research and provide a theoretical background in which the study is situated.

The structure of this study is divided into four main sections.

#### **1) Teaching approaches**

This first section examines the literature on SLA and language learning and teaching of ML, showing how influential a range of such approaches has been on languages teachers and how these approaches view the use of L1 and L2 in the classroom, from grammar-translation, the direct method, the communicative, looking at cognitive and more socially oriented approaches to SLA. As this thesis looks predominantly at the use of L1 and L2, the focus of the first section on language learning and teaching is important, as each approach examined places a different emphasis on the use of L1/L2 in the classroom and their function. These different approaches have influenced the way in which ML teachers in Scotland have changed their use of L1 and L2 in the classroom over the past 50 years. These are areas that are routinely studied on modern languages ITE courses and as the main participants in this research started as ML student teachers, it is very important to know what areas these students have studied to understand how these students may interpret the theories studied in terms of use of L1/L2.

#### **2) Language acquisition and language learning**

This second section examines theories of how children acquire their mother tongue and how historically ideas of cognitive development have changed and affected views of language acquisition. Again this is an area studied at length on ML ITE courses as students look at the connection between this area, SLA theories and approaches to the learning and teaching of modern languages explored in section one,

especially in relation to L1 and L2 use. As such, this section is important to understanding how theories of language learning and teaching (Section 1) derive from more general theories of cognitive development.

### **3) Policy contexts**

This third section will look at the different policy contexts in which language teachers find themselves at given times. I shall explore the policy initiatives in Scotland, the UK and Europe in general to paint the background to which modern foreign language teaching has developed in recent years in Scotland and how this may influence ML teachers' practice with respect to the use of L1 and L2 in class. As such this section seeks to complement the areas examined in the previous two sections.

### **4) The effect of ITE on practitioners**

In this final section, I shall look at definitions of teacher expertise and the area of teacher cognition. Within this section, I shall consider cognition and prior language learning experience and how this relates to teacher education. How teacher cognition and teacher education relate to classroom practice will also be considered. An examination of these areas is important to help to understand the ways in which new or novice teachers learn their craft and how and why their practice in the classroom develops, given what they have studied in terms of learning and teaching approaches (Section 1), theories of language acquisition and language learning (Section 2) and policy contexts (Section 3). More specifically for this thesis, this section is important in terms of understanding how these areas affect and change the way new or novice teachers use L1 and L2 in class.

It is hoped, then, that the organization of these four main sections will guide the reader to understand how the study of different theories of language learning and teaching, together with the study of theories of language acquisition and cognitive development, and policy contexts has influenced not only this group of six PGDE Secondary ML students in terms of how they may use L1 and L2 in the classroom, but also ML teachers in Scotland generally. This is very important in terms of analysing the data gathered in the four Findings sections. The fourth section seeks to build upon ideas and theories introduced in the first three sections, but is also very important in terms of exploring possible reasons for the difficulty new or novice teachers find in trying to reconcile theories relating to the use of L1 and L2 in the classroom studied in ITE with own their practice and that of their language teacher colleagues in schools.

## **2.2 Theories of SLA: Approaches to Teaching and Approaches to Learning Modern Foreign Languages**

There are numerous studies on the topics of Second Language Acquisition (SLA) and the learning and teaching of foreign languages (Kramsch 1981; Seliger 1983; Hopkins 1989; Haliwell & Jones 1991; Hagen 1992; Stern 1992; MacDonald 1993; Swain & Lapkin 2000; Cook 2001; Pachler & Field 2001; Atkinson 2002, 2010, 2011; Butzkamm 2003; Widdowson 2003; Doughty & Long 2003; Lantolf & Thorne 2006; Duff & Hornberger 2008; McKinney & Norton 2008; Ellis 2009; Kasper 2009; Lantolf 2009; Hall and Cook 2012). The majority of studies on L1/L2 use are in the field of English as a Foreign Language (EFL) or English as a Second Language (ESL). It is not difficult to understand why this should be so. In contrast to the fact that exposure to L2 is virtually non-existent outside the classroom for Scottish pupils, English as a foreign language has certain advantages, which make it interesting for non-native English speakers to learn. As Crystal (2004, p.311) illustrates:

*"There is an enormous motivation, given the way that English has become the dominant language of world communication. Textbooks on English regularly rehearse the litany of its achievements. It is the main language of the world's books, newspapers, and advertising. It is the official international language of airports and air traffic control. It is the chief maritime language. It is the language of international business and academic conferences, of diplomacy, of sport. Over two thirds of the world's scientists write in English. Three quarters of the world's mail is written in English. Eighty per cent of all information stored on electronic retrieval systems is stored in English..."*

The possibilities of exposure to English for non-native speakers are manifold. The utility of learning English for leisure, travel and work is undeniable and creates both intrinsic and extrinsic motivation in learners.

Surprisingly, there have been relatively few studies into how secondary school pupils in Scottish, or indeed in UK schools, can best be helped to learn another language. There is, however, a wealth of literature on adult SLA and although teaching adults does not pose the same challenges as teaching teenagers, a number of the issues in this area of literature can be applied to the secondary school classroom. Specific issues unique to the secondary school situation will be highlighted later, but as the following movements or methodologies have influenced second language learning and teaching in the recent past, I shall outline the most influential approaches in recent years to try to give an overview of the pedagogical landscape that has been the background to the learning and teaching of modern languages in Scottish secondary schools, particularly with reference to L1/L2 use. In examining the following methodologies, it must be pointed out that different researchers often use different terms to describe the same thing, for example, some researchers use the term first language or L1, whilst others refer to this as mother tongue (MT); similarly, some researchers say modern or foreign languages, whilst others prefer the term second language or L2, or target language. In general, this thesis will use the terms L1 and L2, using ML and TL occasionally for emphasis of the Scottish context.

### **2.2.1 Teaching Methodology: Grammar-Translation Method**

The Grammar-Translation Method was very popular in Scottish schools over a large number of years and its influence on Scottish MFL teachers in respect of L1/L2 use is why this method is considered here. This method consists of giving learners an understanding of how a foreign language system works rather than how to use it for communicative purposes (Richards and Rodgers 2001). This method focuses a lot on learning grammatical rules and vocabulary and using the meta-language<sup>11</sup> to describe the language rather than anything communicative. Although classroom activities, grammar drills and translation exercises are conducted in the foreign language, speaking is disregarded in the Grammar-Translation Method as the emphasis is on reading and writing. Teaching and learning focus on individual language points and accuracy and “grammar itself becomes the purpose of learning” (Hall 2011, p. 82). As such this approach does not meet the needs of the majority of learners in schools (Omaggio 1990). It is interesting to note, however, that many teachers today seem to use this method, or use it partially and, as such, it is very relevant to consider this method as one of the most influential in recent times. In the grammar-translation method the focus is on describing how language works and use of L2 is largely within the context of drills and translation exercises with L1 being used predominantly as the medium of instruction. Despite the claim made by Omaggio regarding the unsuitability of this approach for the majority of learners in schools, the grammar-translation method is reported by student teachers on placement as still being seen in many Scottish secondary school ML classrooms.

### **2.2.2 Teaching Methodology: The Direct Method**

Having recognised the defects and weaknesses of the Grammar-Translation method, linguists looked for other methods. By the end of the 19th century, the Direct Method, which laid great stress on correct pronunciation and the ability to use the TL, became very popular as a reaction against the grammar translation method (Richards and Rodgers 2001). It seeks to immerse the learner in the same way as mother tongue immersion. Popular initially, it was not without its problems. As Brown (1994, p. 56) points out, “(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use.” As such, it was used, and is still used, in a number of private school circles. During the teaching process, priority is given to the spoken word, and lots of practice is designed to help students deduce the grammar rules from the actual language. It is not directly comparable to how children learn to communicate; however, it did pave the way for a more communicative approach and represented an important step forward in the history of language teaching methods (Richards & Rodgers, 2001) as different approaches started to be considered to assist the development of communicative skills. In terms of this thesis, it is important to understand that the direct

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<sup>11</sup> Meta-language is a specialised form of language or set of symbols used to discuss or describe the structure of a language

method is named “direct” because meaning should be linked directly with the TL without translation into L1.

### **2.2.3 Teaching Methodology: Audio-lingual and Audio-visual Methods**

Another method which must be mentioned in terms of examining L1/L2 in Scottish ML classrooms is audio-lingualism, which gave birth to the audio-lingual method, and originates from research on learning concerned with behaviourist psychology. In accordance with behaviourism, this method considers learning as a process of habit formation and students learn by drills and memorization of the target language patterns (Richards & Rodgers 2001). In the audio-lingual classroom dialogues and drills form the basic practices (Richards & Rodgers 1986). In a word, this method believes in the principle of ‘Practice makes perfect’. The audio-lingual method is actually a reaction against the traditional Grammar Translation Method in that it prioritizes the skills of listening and speaking rather than reading and writing.

Like many other teaching methods, the audio-lingual method has both advantages and disadvantages. Firstly, the emphasis on listening and speaking makes students more competent in communication. In recent years, the goals of language education have changed enormously (Richards & Rodgers 2001). Nowadays language learners are counted successful as long as they can communicate effectively, while in the past the accuracy of output was the major criterion to judge students’ achievement in language learning (Celce-Murcia 1991). Secondly, the emphasis on listening and speaking should aid pronunciation and intonation and students’ ability to recognize questions, statements or commands according to the speaker’s intonation.

Many weaknesses exist in the audio-lingual method, however. One of these is the lack of language in any kind of real-life context (Harmer 2007). The textbook used in the audio-lingual class is usually comprised of dialogues and cues which are chosen because of their suitability to drills and exercises (Richards & Rodgers 2001) reducing authenticity. It is also a teacher-centred method; students are not encouraged to initiate the interaction. What they are required to do in the class is respond to the stimuli given by the instructor, which means students are put in a passive position, which may be demotivating. Moreover, although teachers who use this method do not teach grammar explicitly, they try to prevent learners’ mistakes through repeated drilling of the correct TL patterns. As Harmer says, “A premium was still placed on accuracy” (2007, p. 64). There is also criticism that the habit formation does not happen as fast through a mere series of drills (Krashen & Terrell 1983). Another criticism is that drilling leads students to simply memorize patterns in short-term memory without internalising knowledge. The audio-lingual method subsequently gave rise to the audio-visual method, popular in the 1970s and early 1980s, in which film strips and tape recorded dialogues were used as a basis for drills used to practise structures. Another development related to the audio-lingual method was Computer Assisted Language Learning (CALL), the

use of computer technology to deliver video and practical exercises. The audio-lingual, audio-visual methods and CALL were popular in the 1970s in Scottish secondary schools and their adoption by ML teachers led to an emphasis on L2 use over L1, albeit in the framework of drills and memorized dialogues.

### **2.2.4 Functional/Notional Approach**

The functional/notional approach is also worthy of consideration in any study of L1/L2 use in language classrooms. The 1970s and 1980s saw a shift to try to make language teaching and learning more communicative and this was embodied in a radical shift away from using the traditional concepts of grammar and vocabulary to describe language to an analysis of the communicative meanings that learners would need in order to express themselves and to understand effectively. Wilkins' 1972 document followed by his 1976 work on Notional Syllabuses showed how language could be categorised on the basis of notions such as quantity, location and time, and functions such as making requests, making offers and apologising. Wilkins' work was used by the Council of Europe in drawing up a communicative language syllabus, which specified the communicative functions a learner would need in order to communicate effectively at a given level of competence. Course books based on functional syllabuses began to appear in the late 1970s, organising language learning on the basis of individual functions and the exponents needed to express these functions (Finocchiaro & Brumfit 1983). As a result, a number of these appeared as teaching resources in Scottish secondary schools in the early 1980s and were used extensively for many years in ML classrooms. One of the effects of the adoption of this approach in Scottish secondary schools was a shift towards encouraging more L2 use in the classroom to complete authentic tasks within a communicative framework.

### **2.2.5 Communicative Language Teaching (CLT) Approach**

Perhaps the most discussed approach to modern language teaching in Scottish ML classrooms within the debate around L1/L2 use is Communicative Language Teaching. Communicative Language Teaching (CLT), often termed the Communicative Approach (CA) aims to use the TL as much as possible as the means of communication in the classroom, while also addressing the need to understand the form of the language (Lightbrown & Spada 2006) and has its roots in the method originally advocated by Comenius in the seventeenth century, but also in the techniques of the direct method and functional/notional approaches. Contrary to what is often said in criticism of CLT, extensive use of the TL does not mean neglecting grammar; a focus on form is seen as essential for learners to make progress in second language acquisition (Ellis 2005a; Mangubhai 2006).

Generally researchers divide CLT into two versions: a 'strong' version similar to the Direct Method where language is learned through extensive use with grammar being learnt inductively, and a 'weak' version which provides opportunities for using language for communicative purposes and includes a focus on grammar, which may include explanation in the learners' MT (Howatt 1984: 279).

### 2.2.6 Focus on Form within a Communicative Approach (CA)

In Scottish secondary school ML classrooms, the ‘weak’ version of CLT generally tends to be accepted as the most effective means of all approaches in aiding pupils to communicate in a foreign language (HMIe 1990, DfES 2003), yet teachers are still anxious that accuracy is compromised at the expense of fluency and communicating meaning. However, proponents of this method have never advocated disregarding a focus on form. Indeed, Belchamber (2007) notes:

*“There is a lot of preparation; accuracy practice is the bridge to a fluency activity.”*

Belchamber cites Canale and Swain’s (1980) model of communicative competence, which includes grammatical, social and strategic competence.

ITE students undertaking courses to become ML teachers have often reported that in many communicative classrooms in Scottish secondary schools, they see grammar being taught discretely, either as an introduction to presenting new language, or as a result of addressing new language structures that have arisen in the course of a previous lesson. The technique frequently used is Presentation, Practice, Production (PPP) where the teacher will first present the language, moving them to provide controlled practice activities and finally learners use the language independently. The rationale for this is that focusing on form in this way is beneficial to learners and speeds up the rate of second language acquisition (Long 1983, 2001), however, it is important to remember to keep a balance and that communication and fluency are not sacrificed for the sake of accuracy (Zhao & Morgan 2004). In focusing on form in this weak version of CLT, teachers find themselves frequently using L1 to explain points of grammar. This may limit valuable exposure to L2 if a large proportion of the lesson is devoted to this explanation.

Ellis suggests a balance needs to be achieved in the pursuit of developing learners’ communicative ability, while ensuring that there is still a focus on form in language learning. In his ten Principles of Instructed Language Learning (2005b), Ellis proposes a model for reconciling sociolinguistic and psycholinguistic factors, where learners feel free to express themselves in the foreign language, at the same time as becoming aware of the language’s structure. Ellis’s ten principles of instructed language learning are listed in Table 1 below

**Table 1: Ellis’s 10 Principles of Instructed Language Learning**

1.	Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.
2.	Instruction needs to ensure that learners also focus on form.
3.	Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.



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|-----|--|
| 4.  | Instruction needs to take into account the learner's 'built-in syllabus'.                                |
| 5.  | Successful instructed language learning requires extensive L2 input.                                     |
| 6.  | Successful instructed language learning also requires opportunities for output.                          |
| 7.  | The opportunity to interact in the L2 is central to developing L2 proficiency.                           |
| 8.  | Instruction needs to take account of individual differences in learners.                                 |
| 9.  | In assessing learners' L2 proficiency, it is important to examine free as well as controlled production. |
| 10. | Instruction needs to ensure that learners focus predominantly on meaning.                                |

Ellis does not advocate 100% use of L2 in FL teaching, as in the direct method; however, if one looks at numbers 6 and 7 above, the implication is that L2 should be used extensively by both teachers and learners and that a focus on meaning should figure prominently, a signal to FL teachers of how important it is to provide enough exposure to L2 in the classroom.

In contrast to Ellis and an emphasis on instruction, Gardner (2007) focuses on the learner and suggests four stages of second of foreign language development: elemental, consolidation, conscious expression, automaticity and thought. In the consolidation phase, where learners use the new language in practice exercises, they become familiar with the language and aware of rules governing particular structures, before making the effort to employ the language in more open-ended dialogue in the conscious expression stage. The final stage, automaticity and thought, happens when the learners no longer need to think about the language they are using, but think in the language.

A pre-requisite for successful learning through the communicative approach is extensive L2 input (Ellis 2005b) to provide learners with intonation patterns and correct pronunciation of the language to enable them to interact, just as they did when learning their first language (Lightbrown & Spada 2006). This is easier when living in a foreign language environment, but presents a challenge for teachers when the learners' only exposure to the target language is in the classroom, a challenge particularly acutely felt on an island such as Great Britain where we do not have the opportunity to meet and interact on a regular basis with speakers of other languages and certainly not with speakers of the commonly taught languages in UK secondary schools. This exposure that pupils in Scottish secondary schools have comes normally from only one source, the modern languages teacher. It should be safe to assume, therefore, that this teacher should use the maximum target language possible to provide as many opportunities as possible for pupils to engage in interaction which focuses on meaning (Butzkamm 2000; Ellis 2005a, 2005b).

In the normal ML classroom, pupils will only hear the target language in class, which makes the teacher's role in providing TL input all the more important. As Chaudron (1985, p. 21) states:

*“In the typical foreign language classroom, ...the fullest competence in the TL is achieved by means of the teacher providing a rich TL environment, in which not only instructions and drills are executed in the TL, but also disciplinary and management operations.”*

Due to this shortage of time that teachers have to expose pupils to the target language, it is suggested that teachers ‘fine tune’ their language input to raise awareness of specific useful language structures or vocabulary (Macaro 1997: 72). This echoes Ellis and Sinclair's (1996) assertion of the importance of routinely used language consolidating vocabulary and phrases. Macaro (2005) writes about the benefits of optimal use of the TL versus maximal use of the TL and the role of L1 in helping learners to understand L2 (Macaro, 2006).

### **2.2.7 Comprehensible Input**

The quality of teachers' TL input, however, is crucial (Krashen 1985). If the language that the learners hear is incomprehensible, there is little likelihood of the learners making progression, which may cause them to be frustrated and demotivated (Kent, 1996). Equally, if the input is too simple and does not stretch the learners, their language skills will not develop and they may become bored. Krashen's Input Hypothesis (1985) emphasises the need for teachers to provide ‘comprehensible input’ in order to convey meaning effectively to the learners and provide a model from which they can create their own utterances. The most important factor to second language acquisition is the amount of comprehensible input, which derives from the input hypothesis. The input hypothesis says we acquire by understanding language that contains structure a bit beyond our current level of competence ( $i+1$ ). When communication is successful, when the input is understood and there is enough of it,  $i+1$  will be provided automatically. Accuracy develops over time as the acquirer hears and understands more input (Krashen 1987). Like Krashen, Chambers (1991) and Frey (1988) are convinced of the benefits of an exclusive use of L2 in the classroom, whilst others, although promoting the use of L2 in the classroom, do not rule out the use of L1 as a learning tool (Seliger 1983; MacDonald 1993; Haliwell & Jones 1991; Kramsch 1981).

It has been argued that there are links between Vygotsky's ‘Zone of Proximal Development’ (ZPD) (Vygotsky 1986) and Krashen's  $i + 1$  in that the level at which learners are working in the ZPD and the level of language for  $i + 1$  are both slightly higher than their present level of competence (Walsh 2006). However, Lantolf (2000), points out that the “Vygotskian model requires collaboration whereas Krashen's model is concerned only with input and does not include the interactive process.” (Crichton 2010).

There have been other criticisms of Krashen's theories, for example, Mitchell & Myles (1998, p. 126):

*"The concepts of 'understanding' and 'noticing a gap' are not clearly operationalised, or consistently proposed; it is not clear how the learner's present state of knowledge ('i') is to be characterised, or indeed whether the 'i + 1' formulation is intended to apply to all aspects of language, from lexis to phonology and syntax."*

According to Crichton (2010, pp. 28-29):

*" in any class, learners may be at different levels of understanding so that the 'i' will not be consistent. How then does the teacher provide input at 'i + 1' effectively for all learners? Even in a 'set' class, where pupils are grouped by attainment levels, there may be a considerable difference in ability to understand the spoken language. There appears to be a need for teachers to use strategies to ensure that the language is comprehensible to all. This may involve visual and other paralinguistic features of language, such as tone, intonation and volume as well as possible adjustments to their speech."*

Krashen's enthusiasm for the exclusive use of the TL is not shared by all language researchers and his claims are not simply contentious, but the weight of second language acquisition research is against his Input Hypothesis. Ellis (1990, p. 60) states:

*"Learners are capable of learning and using metalingual knowledge to a far greater extent than Krashen allows for".*

More recent research carried out by Meiring et al, the University of Wales, also casts doubt on 100% use of the TL:

*"However, whatever position one adopts on the proportion of target language use, as Macaro points out "it would be unwise to recommend the total exclusion of the L1 from the foreign language classroom" (2000: 177)". (Meiring & Norman 2002, p.34).*

It can be seen, then, that there are a number of views on how much L2 should be used with learners, from Krashen's advocacy of its exclusive use to Ellis and others, who see a role for L1 in mediating learning. Judging which approach to follow is very important to MFL teachers seeking guidance on L1/L2 use in schools.

## **2.2.8 Intake**

While there appears to be agreement that a TL-rich environment is beneficial for learners, being exposed to input, however comprehensible, does not guarantee 'intake' by the learner. Learners have to 'notice' language before it can be acquired (Schmidt 1990, 2001). The conscious paying of attention is described in Schmidt's 'noticing hypothesis' (2001). Noticing can therefore be seen as the starting point for acquisition. In the classroom then, emphasis should be on 'comprehended' input or 'intake' (Gass 1997). Gass makes the distinction between comprehended input, which involves recognition by the learner of the language used by the interlocutor 'for the purpose of a conversational interaction' (p. 25) and intake, which allows the learner to take notice of the interlocutor's language 'for the purpose of learning' (p. 25).

Sun (2008, p. 2) discusses gap-noticing and cognitive-comparison,

*“Another basic understanding for SLA researchers is that, as input is converted into intake, learners make use of this material for dual purposes, namely, comprehension and acquisition. Drawing this distinction is important for both theory-making and empirical investigations (Faerch & Kasper, 1980; Krashen, 1982; Sharwood Smith, 1986; Swain, 1985; VanPatten, 1996). Learners have the natural inclination to decode linguistic input for meaning to achieve successful communication. But the type of intake derived from processing-for-meaning is not equivalent or sufficient to that which is needed for acquisition, which entails the creation of new or revised mental structures.”*

In an effort to understand models of input processing, Sun compares four models: Chaudron (1985), Sharwood Smith (1986), Gass (1997), and Carroll (1999, 2000). Sun goes into particular detail on Sharwood Smith’s model which focuses on making mental comparisons and operates within the LAD. Through comparing semantic representations (originating from linguistic competence) with total meaning representations (from competence, linguistic, world knowledge) learners produce a new surface structure which they compare with their original surface structure, noting any discrepancy. This allows learners to adjust their current competence system to derive adjusted semantic representations from surface structures met later. Sharwood Smith sees Universal Grammar and learners’ L1 playing a part in this process.

Sun (2008, p.8) concludes that:

*“...all four models agree that cognitive/structural comparison is the key to development, regardless of the specific location of operation, though it remains largely beyond conscious control or instructional manipulation. Alternatively, attention may come in as a mediating factor at the perceptual level.”*

Her paper suggests the need for further research on the role of attention/consciousness in input-processing. In taking account of the theories surrounding ‘intake’ and ‘noticing’, ML teachers need help in understanding how to convert input into intake, which will involve looking at the issue of whether to use L1 (and how much), ideas central to this thesis.

### **2.2.9 Formulaic language**

While the previous section on intake examined the importance of noticing and how this can aid acquisition, ML teachers will often provide exposure to L2 through the use of formulaic language. It is difficult to provide a clear definition of formulaic sequences as they may comprise idioms, proverbs or multiword units expressing a single meaning, but they are generally fixed and occur frequently (Schmitt & Carter 2004). Formulaic sequences of language are stored by the learner as an unanalysed ‘chunk’ and used as a single vocabulary item (Wood 2006) and ML teachers rely on learners being able to make use of this language. The more often formulaic chunks of language are repeated in the phonological short-term memory, the greater the chance of them lodging in the long-term memory and therefore the easier they are for the learners to access (Ellis 2001; Logan 1998). As ML teachers expose pupils to set phrases in the target language, the teacher is supporting acquisition of language which the learners can draw on when required to converse with native speakers (Belchamber 2007). Bialystok (1994) claims that formulaic

chunks of language which are useful for conversational purposes gradually evolve into more analysed representations in the learners' minds which may support higher literacy skills in the foreign language, (Myles et al. 1999) as structures are re-cycled for use in other contexts. In Scottish secondary school ML classrooms, use of formulaic language can be seen in routine language used by teachers to start and finish a lesson and also in setting up specific tasks and are a way of providing more exposure to L2.

### **2.2.10 Use of the mother tongue**

Although formulaic language is often use by ML teachers as a way of exposing learners routinely to L2, in a number of ML classrooms this is only used at the start and the end of the lesson and only in set (formulaic) phrases with the majority of the lesson being conducted in the learners' mother tongue.

A review of the literature surrounding target language use in the classroom reveals that the majority of studies support the use of the target language as the main means of communication in the classroom. However, not all researchers agree that total exposure to the TL is the most effective.

To investigate the use of the TL in secondary schools, Neil (1997) carried out a study of ten Northern Irish secondary teachers of German with pupils in their fourth and fifth year of studying the language and found that teachers reported a wide variety of TL use, ranging from 27.5% to 67.5%. High values were recorded for praising, greeting and settling pupils and instructions (75% - 100%), with grammar teaching, instructions for tests and instruction for examination techniques being the areas for which least target language was used, with teachers claiming MT was used to reduce ambiguities.

Franklin's (1990) study of 201 French teachers in Scottish secondary schools revealed similar reasons for not using the TL. Reasons for not using the TL included pupil behaviour (95%) and teacher lack of confidence in using the language (83%). Another reason for not using the TL that teachers gave was class size (81%), although Franklin points out that this reason was given by teachers whose class sizes were relatively small, as well as by teachers who had high numbers of pupils in their class.

Meiring and Norman (2002), in a similar exercise with 46 modern languages teachers from 22 different local authorities in England, found similar results. The teachers they surveyed increased their use of the TL depending on the level of ability of the pupils; pupils judged to be of lower ability had only 'modest' TL input.

Butzkamm (2003) is quite fervent in his advocacy of the mother tongue in L2 classrooms, maintaining that "when used properly, short MT insertions can function as a "conversational lubricant". Butzkamm's paper on the role of the mother tongue is written as an attempt to provide an alternative to what he saw as the continually increasing body of literature advising exclusion of L1 from the classroom. In terms of grammar, Butzkamm (2003, p. 35) states:

*“Apart from clarifying grammatical functions and nuances of grammatical meanings by idiomatic translations, we can clarify grammatical structures through literal translation”*

Cook (2001, p. 414) talks about using L1 for conveying and checking meaning of words or sentences:

*“Using the L1 to convey meaning may be efficient, help learning and feel natural in the L2 use environment of the classroom.”*

In the same paper, Cook (2001, p. 414) lists a number of ways he considers L1 can be used positively in the classroom, including for classroom management. As regards the teaching of grammar in the L2 classroom, Cook sees a place for the specific teaching of grammatical points:

*“Explicit grammar teaching, discouraged during most of the twentieth century, has had some life breathed into it recently through the advocates of language awareness and of Focus on Form (FonF), who claim it may be used when it arises naturally out of classroom activities rather than being the starting point (Long, 1991).”*

Like Butzkamm, Cook’s stance is to use L1 in the L2 classroom in a planned way, as he sees positive benefits for the language learner with this approach. Others whose studies lead them to similar views are Hammerly (1989) and Pachler and Field (2001), who all support the inclusion of MT in the L2 learning process, although Hammerly, Cook and Butzkamm advise ‘judicious’ use of MT. Cohen (1998), Hagen (1992) and Hopkins (1989), also highlight the possible value of MT use in the classroom.

Some teachers see the MT as providing clarity and reassurance for learners, particularly when a complicated item of grammar is being taught. What is problematic, however, is when too much MT is used and the learners’ valuable exposure to the TL is significantly reduced (Pattison 1987; Ellis 1984; Cook 1991). Macaro (2000) advises that practitioners should “make professional judgements for themselves, based on sound principles...for the benefit of the learners” (p.187). The danger here, however, especially with inexperienced teachers, as with the advice about ‘judicious’ use of the MT, is that the MT may become the lingua franca of the classroom, with learners receiving very little exposure to the TL. This area is particularly relevant to this study and will be examined in Chapters 7 & 8.

Butzkamm’s (2003) proposal for the use of ‘sandwich techniques’, a procedure developed by Dodson (1967) in his book on the ‘Bilingual Method’, where the teacher inserts a mother tongue translation between repetitions of an unknown phrase in the foreign language, may be less effective in a secondary school classroom comprising adolescent learners for whom a MT is compulsory, who may listen for the translation in English, without paying attention to the TL version (Turnbull 2001).

Here we see again the debate around how much L1/L2 to use and for what purpose, a constant question posed by ML teachers in Scottish secondary schools.

### 2.2.11 Own language

Although essentially dealing with the same issues as mother tongue use, recently some researchers (Hall & Cook 2012) have preferred the term ‘own language’, finding ‘mother tongue’ or ‘native language’ as unsatisfactory descriptions of many language classrooms, where, for example, the most common shared language may not be the first language of all learners.

Hall and Cook (2012) in what they term as a ‘State-of-the-Art’ article on ‘Own-language use’ in language teaching and learning survey the developing English language literature on the role of students’ own language(s) in the language classroom in classrooms around the world. Their article examines the support for own language use that a range of theoretical frameworks provide, including psycholinguistic and cognitive approaches, general learning theory and sociocultural approaches, promoting the combined planned use of L1 alongside L2 in the language classroom. A lot of their references relate to work undertaken by Butzkamm, Caldwell, Widdowson and Cook, whose studies have also looked at how L1 can be used positively in the classroom. Similar to previous research studies, Hall and Cook’s study looks at different purposes for the use of L1, for example, how L1 can support the learning of L2, the use of translation in class, code-switching<sup>12</sup>, the teaching of grammar, cultural identity and the ‘judicious’ use of L1. They make a distinction between what they term ‘monolingual teaching’, ie where the new language is used exclusively and ‘bilingual teaching’, which they define as teaching that incorporates learners’ L1 with the new language.

One of the advantages Hall and Cook (2012, p. 288) propose for using L1 in the L2 classroom is that knowledge of L1 can be useful in terms of understanding L2:

*“Similarly, focusing upon the complex ways in which languages interact in the minds of language learners (i.e. bilingual language users), Cummins (1981, 2007) suggests that, because of interdependence across languages, the development of a skill or proficiency in one language assists in the development of that same skill in the other language(s). Thus, learners have a COMMON UNDERLYING PROFICIENCY that is interdependent across languages and which allows for ‘the transfer of cognitive/academic or literacy-related proficiency from one language to another’”*

In looking at translation, Hall and Cook (2012, p. 278) report how widespread the use of translation in L2 classrooms is in different parts of the world and defend its inclusion:

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<sup>12</sup> Code-switching – the practice of alternating between two or more languages.

*“Despite its disappearance from the public discourses of language teaching and learning, in many contexts, own-language use and translation has never entirely ceased – or been ‘stamped out’ (Butzkamm 2003: 29).”*

In the same vein, the authors of this article do not see any problem with teachers and learners code-switching. Code-switching is mentioned at several points in the article and it is seen as a useful practice for many situations. As a counter to the instances often reported where teachers say they feel guilty if they have to switch codes, Hall and Cook (2012, pp. 278-279) refer to this practice as ‘code choice’ and to the classroom as a ‘multilingual speech community’, indicating their view that they see code-switching as necessary and useful in L2 teaching. They state:

*“...code choice and code-switching have become increasingly de-stigmatised beyond the classroom and, consequently, are also starting to be seen as a ‘normal behaviour’ (Levine 2009) within language classrooms. From this perspective, therefore, language learners are increasingly seen as multiple language users (Belz 2002), with the language classroom conceptualised as a multilingual speech community (Blyth 1995; Edstrom 2006). This contrasts with what V. Cook (2001) characterises as a ‘traditional’ view of learners as deficient ‘imitation natives’ learning in monolingual classrooms.”*

Indeed, Hall and Cook (2012) explore other reasons they feel make it legitimate and desirable to use learners’ L1 in the L2 classroom, linking code-switching to issues of speaker identity and the symbolic value of languages. They quote a number of studies in Africa and Hong Kong, citing Lin (1996), who they say

*“takes an equally critical approach to the symbolic domination of English in Hong Kong schools, also suggesting that own-language use is a pragmatic response in English-medium classrooms and calling for a ‘balanced academic bilingualism’ (p. 79), both to reflect the reality of classroom life and to challenge the subordination of ‘all cultural and educational goals to the single dominant goal of learning English’” (Hall and Cook, 2012, p. 279)*

This resonates with what Phillipson (1992) says about the insistence of exclusive L2 use as being a form of linguistic imperialism.

Hall and Cook (2012, p. 279) continue:

*“...these perspectives highlight the ways in which debates surrounding own-language use and code-switching in the English language teaching (ELT) classroom are not ‘just’ technical issues surrounding how languages are learned, but can underpin learners’ sense of who they are and who they want to be in a complex multilingual world.”*

Hall and Cook (2012, p. 292) propose parallels with Macaro’s (2006) observation that:

*“...that code-switching enables communication to continue and lightens the cognitive load on learners, understood from a sociocultural perspective, own-language use may enable learners to work with ‘expert others’ at a level which would otherwise be beyond their reach, thereby working in their ZONE OF PROXIMAL DEVELOPMENT”*



With reference to V. Cook's and Widdowson's critiques of monolingual teaching Hall and Cook (2012, pp. 281-282) refer to V. Cook (2001), who they say:

*"...follows up his broadly psycholinguistic arguments by suggesting a range of ways in which learners' own language might be used positively in class, including conveying meaning and explaining grammar, organising classroom activities, maintaining discipline, building rapport and forming relationships between teacher and learners, and use of the learners' own language for testing."*

They support Cook's suggestion that the development of learning activities build up connections between own and new languages in the learners' minds and Cook's advocacy of the deliberate use of the learners' own language during classroom tasks and activities.

In developing their argument, Hall and Cook (2012, p. 292) lead the reader to consider the 'judicious' or 'principled' use of L1 in the L2 classroom, suggesting:

*"...it seems logical to suggest that teachers can facilitate learning by allowing the 'judicious' use of learners' own language."*

They refer to Swain & Lapkin (2000), for whom they say this entails:

*"...neither prohibiting nor encouraging own-language use (in order to avoid own-language use substituting for, rather than supporting, new language learning)." (Hall and Cook 2012, p. 292)*

Antón & DiCamilla (1998, p. 234) see L1 as a:

*"powerful tool of semiotic mediation between learners...and within individuals..."*

Stern (1992) argues that the L1-L2 connection is an 'indisputable fact of life'. As such, keeping the two languages visibly separate in the classroom may be contradictory to the invisible processes in the minds of language learners. As Cook (2001) suggests it may be that working with this fact of life will lead to more successful language teaching than working against it.

This issue of 'judicious' use of L2 was also promoted as one of the conclusions of Hall's guest lecture 'Own language use in ELT: issues and trends' at the University of Edinburgh's Moray House School of Education on 23<sup>rd</sup> April 2014. As in Hall and Cook's (2012) 'State-of-the-Art' article, Hall did not quantify how much L1 use would qualify as 'judicious', the notion being left somewhat vague, but should "...depend on the teacher's and learners' perceptions of its legitimacy, value and appropriate classroom functions." (Hall and Cook 2012, p. 294).

There has been much discussion in the research literature about how much TL to use and the level at which to pitch it in the classroom (Krashen 1985; Macaro 2000; Cook 2001; Turnbull 2001; Butzkamm 2003). However, although researchers may disagree on whether and how much the MT should be used in the classroom, they agree that teachers' TL should be pitched at an appropriate level for the learners in their class. The majority of those who argue against total TL use still appear to agree that extensive use of the TL is to be aimed for, whilst taking care not to overuse MT.

The arguments above, although predominantly concerned with EFL learning and teaching, are very relevant for ML teachers in Scottish secondary schools, who struggle daily with decisions as to how much L1/L2 to use; what language should be used for explaining grammar, for organising classroom activities, for maintaining discipline and for establishing a positive relationship with learners?

## **2.2.12 Cognitivism and other socially-oriented approaches to Second Language Acquisition**

The theories and approaches described in sections 2.2.1-2.2.11 above are not uncommon areas of interest in any study of SLA and for several decades these areas have dominated SLA research interests. What these theories have in common is a cognitive approach to explain SLA. According to Ortega (2011, p. 168), these cognitively-oriented theories see knowledge as “residing in the mind, assume that learning is an individual accomplishment, and posit that mind achieves learning through environmental stimuli.” Ortega (2011, p. 167) argues that SLA research has undergone a transformation since the mid-1990s where the cognitive foundations of previous theories of SLA have been questioned amid the backdrop of a number of emerging socially-oriented reconceptualisations of SLA. Indeed, the changes have been so stark as to have been described by Block (2003) as representing ‘a social turn’ in SLA. In order to understand the relevance of these more socially-oriented theories for the learning and teaching of ML in Scottish secondary schools, the following sections (2.2.13 – 2.2.21) will examine the features of several of these theories, how they relate to L1/L2 use in ML classrooms and how they relate to each other. The theories that will be examined are the Sociocultural Approach to SLA, a Complexity Theory approach to SLA, an Identity Approach to SLA, Language Socialisation approaches to SLA, a Conversation-Analytic approach to SLA and a Sociocognitive Approach to SLA.

## **2.2.13 A Sociocultural Approach to SLA**

In terms of Second Language Acquisition, Lantolf and Thorne (2006) propose a sociocultural theory (SCT). Lantolf and Thorne claim this theory informs the study of SLA. With reference to Vygotsky (1987) and the interconnection of psychological functions established through internalisation, they maintain that language takes on a psychological function through internalisation. As key constructs of SCT, they outline mediation, regulation (object-regulation, other-regulation, and self-regulation), internalisation and ZPD

and relate these to SLA. The concept of ZPD is different in SCT. The traditional view of ZPD as learners comprehending input just above their level, as in Krashen's (1982) input hypothesis, is different in SCT theory, where development is seen as "...determined by the type of, and changes in, mediation negotiated between expert and novice." (Lantolf and Thorne 2006, p. 210). Lantolf and Thorne see mediation as the *private speech* language learners use to regulate their mental functioning. As one form of mediation, Lantolf and Thorne (ibid) explain regulation, particularly other-regulation and self-regulation, as providing implicit and explicit mediation, which may involve varying levels of help from peers, teachers, etc. Internalisation is seen as:

*"a negotiated process that reorganizes the relationship of the individual to her or his social environment and generally carries it into future performance"* (Winegar, 1997, p. 31).

They claim that participants co-construct the 'activity' they engage in when performing a task, which is influenced by their own socio-history and locally determined goals, and that, therefore, it is difficult to make reliable predictions regarding the kinds of language use and opportunities for learning that will arise. As Ellis (2000, p. 193) states:

*"Socio-cultural theory emphasizes the dialogic processes (such as 'scaffolding') that arise in a task performance and how these shape language use and learning...The socio-cultural approach illuminates the kinds of **improvisation** that teachers and learners need to engage in during task-based activity to promote communicative efficiency and L2 acquisition."*

As Lantolf and Thorne (2006, p. 216) state:

*"SCT approaches take seriously the issue of applying research to practice by understanding communicative processes as inherently cognitive processes"*

In other words learners have to use the language in order to progress in terms of language development, but also in terms of cognitive development.

Van Lier (1988) writes about the purpose of classroom research and acknowledges the importance of sociocultural aspects in second language learning. He sees the second language classroom as a complex context, where it is very difficult to isolate variables and assess accurately how they may or may not affect progression in language learning. The dynamic, multifaceted and interwoven set of relationships, he argues, are best understood by ethnographic research to try to understand phenomena from an insider's perspective.

Swain (2000, p. 99), referring to Van Lier, implies that interaction is more than a source of comprehensible input, that it provides learners with the opportunity to use the target language, in others to

produce output. Swain (ibid) argues, however, that use of the term 'output' limits our understanding of second language learning *"to an information processing perspective rather than permitting us to broaden the perspective to one in which all social activity forms a part of the learning environment."*

In terms of SLA, it is important to distinguish between the use of the L1 to mediate the learning of the L2 and the effects of L1 on L2 production. Krashen's (1985) model of comprehensible input places great importance on language which is subconsciously acquired. As such conscious learning cannot be used as a source of spontaneous language production, Krashen (ibid) claims. Krashen's input hypothesis, however, has often been criticised for a seemingly dogmatic approach, where input that conveys meaning in L2 is regarded as all that is needed for acquisition and where use of the learner's L1 is to be avoided. This is a view, however, that has been frequently contested. Due to that fact that L1 is used not only for communicative interaction but also to help with cognitive processes, it seems reasonable, according to Lantolf and Thorne (2006), that learners must necessarily rely on L1 in order to mediate their learning of the L2. Swain and Lapkin (2002) relate how L2 learners, including immersion learners, push linguistic development forward by discussing features of the new language either in L1 or L2. In Scottish secondary school ML classrooms, where there are often only a few lessons a week dedicated to the learning of L2, it may seem reasonable, following the arguments of Lantolf, Thorne, Swain and Lapkin to use learners' L1 (1) to clarify explanations of points of language, explicating L2 language structures, comparing and contrasting with learners' L1, thereby assisting progression in the language being studied and (2) to assist in the learning of new concepts through L2, thus contributing to learners' cognitive development. A purist approach to exclusive L2 use in the classroom may make such linguistic and cognitive developments difficult to realise.

### **2.2.14 A Sociolinguistic Approach to SLA**

Sociolinguistics is the branch of linguistics that focuses on the study of the impact of society, including the impact of social context, on the way language is used (Tarone 2007). A sociolinguistic approach to SLA is one that studies the relationship between such social contextual variables as interlocutor, topic, or task and the formal features of learner language. A sociolinguist may decide that a particular vernacular or dialect may not be suitable for a particular business or professional setting. Sociolinguists may also study the grammar, phonetics, vocabulary or other aspects of language.

Within a sociolinguistic approach to language is a study of how variation in language is connected with social constraints and how these may determine language in its contextual environment. Tarone and Swain (1995, p. 169) suggest that there are "...strong social and functional pressures on the speech community, and, therefore, on its members, pressures that create a need for both a superordinate and a vernacular style." Tarone and Swain (ibid) posit that this may be the reason for code-switching from L2 to L1 in

primary school immersion classrooms. In terms of this thesis, it may be that knowledge of sociolinguistic perspectives on SLA may contribute to an explanation of code-switching in some Scottish ML classrooms.

### **2.2.15 A Complexity Theory Approach to SLA**

From having originally conceived of language acquisition from a cognitive viewpoint (Larsen-Freeman 1976), Diane Larsen-Freeman became disenchanted with the limitations of a cognitive focus and the assumption of a single factor being the cause of some effect. Influenced by James Gleick's (1987) work on chaos/complexity theory, Larsen-Freeman turned her thinking again to SLA perceiving parallels with language and acquisition. In contrast to her earlier thinking, Larsen-Freeman began to consider language as a complex adaptive system, which emerges bottom-up from interactions of multiple agents in speech communities (Larsen-Freeman 1997; Ellis 2009). Her view changed to seeing language as adaptive, a system which "changes to fit new circumstances, which are also themselves continually changing." (Larsen-Freeman 2011, p. 49). Language use and its acquisition are mutually constitutive, occurring at different levels of ecological scale - individual and speech community - and timescale. (Larsen-Freeman, 2011). Noting that learners in their interactions imitate frequently recurring patterns, she describes this process as "adaptive imitation" (Larsen-Freeman 2011, p. 49), where learners amalgamate old and new patterns to suit their communicative needs (Macqueen 2009). Larsen-Freeman presents a theory of language use and language acquisition contributing to each other, as being "mutually constitutive, ...occurring at different levels of ecological scale - individual through speech community - and timescale." (Larsen-Freeman 2011, p. 49). Through a process of co-adaptation (Larsen-Freeman & Cameron 2008a), learners are expected to develop their language resources from interactions they experience, assembling these resources in a dynamic manner, combining L2 knowledge and skills with patterns from L1 and potentially other languages they may know in a process of "soft-assembly" (Thelen & Smith 1994), a term Larsen-Freeman & Cameron borrow from Thelen & Smith. This way of thinking about language acquisition, or "language development" as Larsen-Freeman (2010) prefers to call it, contrasts with Krashen's model, which does not see a place for L1 in developing a learner's language resource.

### **2.2.16 An Identity Approach to SLA**

A perspective on SLA that has been attracting attention in recent years is that of an identity approach. Norton (2011, p.73 ) argues that SLA theorists need "a comprehensive theory of identity that integrates the language learner and the larger social world.". She perceives, in addition, a need for SLA theorists to address power relations in the social world and how these may affect the access that learners have to the TL community. Norton, who first published her theory on the identity approach in the mid-1990s (Norton 1997), describes how an identity approach to SLA is concerned with how a person perceives her or his relationship to the world at any given place or time. A language learner, Norton claims, is able to speak

from a variety of different positions and this is seen as useful for marginalised learners who may be able to adopt more desirable or acceptable identities within a target language community. The skills of speaking, reading and writing are seen as being socially constructed in both formal and informal interactions and identity theorists challenge the view that learners can be labelled:

*“...motivated or unmotivated, introverted or extroverted, inhibited or uninhibited, without considering that such affective factors are frequently socially constructed in inequitable relations of power, changing over time and space, and possibly coexisting in contradictory ways within a single individual” (Norton 2011, p. 73 )*

Norton proposes that as race, gender, class and sexual orientation may all impact the processes of SLA, the construct of identity as multiple is particularly powerful allowing learners struggling to speak from one identity position to assume “...alternative, more powerful identities from which to speak.” (Norton 2011, p. 74).

Whist acknowledging the notions of instrumental and integrative motivation of Gardner and Lambert (1972), Norton posits that these are not enough to explain the complex relationship between power, identity and SLA. Instead, Norton Pierce (1995) introduces the construct of ‘investment’, which she describes as “...the socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to learn and practice it.” (Norton 2011, p. 75). Norton, drawing parallels with Bourdieu’s notion of “cultural capital” (Bourdieu & Passeron 1977), argues that investing in a second language may bring the learner “...a wider range of symbolic and material resources” (ibid), thus increasing the value of their cultural capital. Investment is not equivalent, however, to instrumental motivation, Norton argues. It conceives of the language learner having a complex identity and multiple desires. When people speak they are organising and reorganising a sense of who they are and how they relate to the social world. In this way, the learner’s investment in the TL is also an investment in her or his own identity. The construct of investment is also related to the learner’s commitment to learning a specific TL. Despite being highly motivated to learn the TL, the learner may have little or no investment in a particular classroom’s practices, if they see these practices as perhaps sexist, elitist, etc, and see themselves as part of the group being marginalised.

Building on Wenger’s (1998) work, Norton proposes the construct of imagined communities and imagined identities (Kanno & Norton 2003; Norton 2001; Pavlenko & Norton 2007). This refers to groups of people, who we may never meet, but with whom we may connect and identify through the power of the imagination. Our relationships with communities of practice can involve participation and non-participation and our identities are shaped by combinations of the two. This, Norton (2001) claims, may go some way to explaining resistance and non-participation in the foreign language classroom and

students' learning trajectory. Indeed this perceived affiliation with the TL community may explain, in part, how at ease, or not, students (and teachers) feel using L2 in Scottish secondary school ML classrooms.

### **2.2.17 Language Socialization Approaches to SLA**

Like other 'alternative' socially oriented approaches to SLA, language socialization is now becoming more widely discussed and accepted as a way of considering SLA (Ellis 2009; Mitchell & Myles 2004; Ortega 2009). In contrast with many cognitive theories of SLA, which focus on internalisation, integration and use of linguistic knowledge, language socialization seeks to present a broader framework for understanding, where linguistic, cultural and communicative competence are developed through interaction with others who are more knowledgeable or proficient. Employing longitudinal research designs, language socialization studies examine both macro- and micro-contexts in which language is learned and used (Duff 2011), looking not only linguistic development, but also cultural and social knowledge and how "...certain types of language practices produce and reflect social stratification, hierarchy and status marking." (Duff 2011, p. 95).

Duff (ibid) views traditional approaches to language as being characterised by study of syntax, lexis and pragmatic norms and presents language socialization as a more socially oriented contrast, where language is seen as a "a multitude of in-flux, contested, and ever-changing social practices that in part constitute particular dynamic communities of practice." (Duff 2011, p. 96). Another aspect that Duff sees as setting language socialization apart from traditional cognitive SLA research is the context in which language is used. Language socialization places emphasis on the local, social, political and cultural context in which language is used and learned, including the examination of the cultural content of linguistic structures and practices and how these change across timescales. Learners, thus, are regarded as being sociohistorically, socioculturally and socio-politically situated, possessing multiple subjectivities and identities which are "...inculcated, enacted and co-constructed through social experience in everyday life." (Duff 2011, p. 97) and whose learning trajectories are unpredictable and multidirectional. Although much L1 socialization research views socialization as a powerful process assisting novice learners to accommodate and resist linguistic and cultural norms to which they are exposed, some learners are not as readily accepted within their new discourse communities as their L1 counterparts. (Norton 2000; Norton & McKinney 2011). However, even where learners are indeed embraced by their new discourse communities, they may not be fully invested in this particular learning community as their own future plans do not see the necessity. To conclude, L2 language socialisation is social interaction with more proficient members of a particular community, which "...mediates the development of both communicative competence and knowledge of the values, practices, identities, ideologies and stances of that community." (Duff 2011, p. 98 ). Bidirectional (multidirectional) and lifelong process, learning to enculturate through language use allows L2 learners to perform the social meanings and practices of a new L2 community. It is important for ML

teachers to have an awareness of this theory and its implications for the social interactions one's learners may have with the TL community, instead of focussing on a narrow set of purely linguistic outcomes.

### **2.2.18 A Conversation-Analytic Approach to SLA**

Evolving from ethnomethodology (EM), conversation analysis (CA) examines the methods ordinary people use to participate and make sense of things in their daily lives. As language is a useful tool in terms of sense-making, EM-CA examines language acquisition and can be understood as "...learning to participate in mundane as well as institutional everyday environments." (Kasper 2011, p. 117). The focus of CA in SLA (CA-SLA for short), as with a number of the more socially-oriented approaches to SLA, is on the social aspects of language acquisition, rather than the more systemic aspects of language. Just as CA is concerned with the orderliness of interaction, so CA-SLA is concerned with interactional competence and the ways in which interactional competence allows L2 speakers to participate in interaction, be this classroom interaction, repair, turn-taking or error-correction. CA-SLA assumes that different languages afford different onsets of projectability, for example, for speakers of English, either as a native speaker or a L2 language learner, one knows quite early on while listening to someone speak what is coming next in a sentence due to knowing the standard word order of subject, verb, followed by object (S-V-O) that exists in English. When one wants to speak, one must listen to the how the speaker's phrase or sentence is unfolding, which provides intrinsic motivation to listen. This motivation is not a question of volition, but "...a system constraint of interaction." (Kasper 2011, p. 120). The listener's understanding itself then becomes shared as "...the listener's understanding becomes available to the co-participants once the former listener assumes speakership." (ibid). In ordinary conversation, turn-taking and repair are facilitated by the 'understanding-display device' (Sacks et al 1974), closely linked to interactional methods, and the combination of these helps speakers to manage their talk. Important to the understanding of CA-SLA is the concept that speakers have 'transportable identities' (Zimmerman 1998), which they can use as a resource in talk according to its relevance at that point in the talk. Kasper (2011, p. 122) does not see identities as residing in a person, but "are interactionally produced, locally positioned and relationally constituted." (Antaki & Widdicombe 1998; Benwell and Stokoe 2006).

A CA approach to SLA then rejects the determination of research participants according to traditional categories (eg. L2 speakers, their L2 background, age, gender) and proposes a view of identity as being "...multiple, fluid, fragmented and conflicting." (ibid), where no data can be a priori dismissed as uninteresting. In terms of this thesis, an understanding of CA-SLA is useful for language learners and language teachers as it shows how analysis of talk in progress can facilitate orderly interaction with co-participants. In addition, an understanding of CA-SLA can help L2 learners to find, adopt, adapt and strategically position their identity or identities, dependent upon how useful they find each of these at given points within talk.



### **2.2.19 A Sociocognitive Approach to SLA**

The last of the more socially oriented approaches to SLA that I will examine here is a Sociocognitive Approach to SLA. Sociocognitive approaches to language view the mind, body and world as working integratively in SLA. They see humans as adaptive systems, who survive by continuously and dynamically adapting to their environment (Atkinson 2011), where learning is a default state of human affairs (ibid). As such cognition is seen as promoting intelligent, adaptive, action-in-the-world through aligning itself very closely with its environment. Contrasting the position of sociocognition with a traditional mind-world dichotomy, Atkinson (2011) sees a sociocognitive approach to SLA as extending into the world and distributed across mind, body and world. As such, Atkinson claims that the best way to promote SLA is to place L2 learners in situations where they need the L2 to interact socially, survive and prosper. In his introduction to a sociocognitive approach, Atkinson (2002) uses the metaphor of master-apprentice (Lave and Wenger 1991) and the concept of situated cognition to illustrate his theory, although stresses that learners and those they learn from should not be seen as separated. Atkinson states that the static, internalist nature of traditional cognitive approaches to SLA where acquisition and use are separated out has led to the growth of *connectionism* as an alternative, where engagement in a range of worldly environments is seen as vital for humans to allow them to interact, providing semiotic resources from which humans make meaning. This connected interaction between mind, body and world and its complex nature results from environmental complexity rather than being pre-built into the cognitive system (Ellis 1998). Humans act through "...the juxtaposition of quite diverse materials, including the actor's body, the bodies of others, language, structure in the environment." (Goodwin 2003a, pp. 21-23). Similar to Kasper and McKinney's (2011) conversation-analytic approach, a sociocognitive approach to SLA allows participants in talk to anticipate by making sense of meaning in on-going interaction. The process of interaction, then, is the integration of learning and being and as we adapt to the world around us in social interaction, part of that adaptation remains with us – in other words, we learn by experience. If one examines what a sociocognitive approach to SLA means for the ML classroom, the indication is that authentic real-world tasks and experiences are crucial to enable L2 learners to interact and that the very process of this social interaction drives learning.

### **2.2.20 Cognitive versus Socially Oriented Approaches to SLA**

Although the socially oriented approaches to SLA presented above appear as discrete theories, when one examines them together, it is clear that a number of these approaches share commonalities and, indeed, some of them seem at times to be as a result of cross-fertilization. Firstly, the socially oriented approaches to SLA share the view that learning is a social accomplishment, viewing knowledge and learning as being socially distributed, having socially histories and only possible through social interaction. This contrasts with traditional approaches to SLA, such as Krashen's Input Hypothesis, which are more psychological in

nature, seeing knowledge as residing in the mind, with learning regarded as an individual accomplishment, the mind achieving learning through environmental stimuli. The second aspect that the socially oriented approaches to SLA share is situatedness versus the abstractness of cognitive theories of SLA. While cognitive theories assume that knowledge can stand alone, resides in the mind and is transferred across contexts, socially oriented SLA theory emphasises knowledge and learning as being socially intertwined and enmeshed in greater wholes. The third noticeable difference between cognitive and socially oriented approaches to SLA is whether these approaches focus on entities and objects as opposed to actions and processes. While cognitivist theories of SLA focus on taxonomies and categories, for example, ‘language’, ‘learner’, ‘native speaker’, ‘communicative competence’ etc, socially oriented approaches focus “...on actions and processes that imply being in action and emergent being.” (Ortega 2011, p. 168). A common set of shared perspectives connecting the socially oriented approaches to SLA examined above are flux, relations and practices and dynamic interaction, a reconceptualization of cognitive SLA entity-like approaches to more processual ones.

According to Ortega (2011, p. 172) in an analysis of the differences between cognitive and socially oriented, or ‘alternative’ approaches to SLA, second language acquisition is better after the ‘social turn’ and makes the following points:

- *“Dichotomies are ill-fitted to help us investigate language learning in our contemporary world.*
- *Second language learning is in important ways intentional, conscious, and explicit.*
- *Language learning and language learners are not defined by deficit.*
- *Individual variability is a central construct for studying language development.*
- *Language learning is supported by embodied experiences (with)in the physical and social world.*
- *Language learning encompasses not only new grammars and discourses but also social practices, values and, indexicality.*
- *Additional language learning is always about power as much as language.”*

Ortega (2011, p.167) argues also that SLA is stronger after the ‘social turn’, due to (1) the unique insights provided by socially oriented theoretical perspectives that existing cognitive theories could not unpack and because (2) “...the epistemological diversity we find in SLA – both across and within social, sociocognitive and cognitive theories alike – fosters multiple and improved understandings of SLA.”

## 2.2.21 Summary of learning and teaching approaches

This section has illustrated the history and influences of the main approaches in recent years to the learning and teaching of MFL, from the grammar-translation method with its focus on the use of meta-language to describe the foreign language, the direct method and its heavy focus on the use of L2 in the classroom through to notions of comprehensible input, intake, the CLT approach, with its emphasis on meaning over form to current discussions surrounding more socially oriented approaches to SLA ranging from complexity theory, examining open complex systems; sociocultural theory and its reconceptualization of thinking mediated by objects, concepts, others and self; identity theory and the construct of investment and social power dynamics; sociolinguistic theory and how society and social context impact on language; language socialization theory and how participation in talk can be marginal, peripheral or legitimate; conversation-analysis' view of interactional competence and a fluid view of identity and sociocognitive theory and the view of the adaptive being learning with(in) connections of mind, body and world.

The multitude of approaches to SLA, both cognitive and socially oriented, offers a wide range of shared and sometimes conflicting perspectives to the debate around how to teach foreign languages (ML). The variety of approaches, although sometimes originating from different ontological and epistemological standpoints, all seek to explain FL learning, sometimes overlapping, sometimes contradicting. The very fact that so many theories have emerged, and may still be evolving, brings the study of the ways language is taught closely under the microscope. The increasing number of theories and approaches, illustrated in Table 2 and Figure 1 below, may have the potential to overwhelm language teachers, however, hopefully teachers and researchers will see this as an opportunity to move forward our knowledge of SLA and enrich our multilayered understanding of the learning and teaching of Modern Languages.

**Table 2 – Theories of Learning and their Relationship to Approaches to the Learning and Teaching of Modern Foreign Languages**

This table aligns the approaches to second language acquisition and learning discussed above with theories of L1 acquisition.

<b>Behaviourism</b>	<b>Innatist/Nativist</b>	<b>Cognitive Constructivism and Social Constructivism</b>
<b>Grammar-Translation Method</b>  Mainly grammar drills and translation exercises in L2.  <i>L1 as medium of instruction.</i>	<b>Intake</b>  Based on noticing hypothesis. Involves Universal Grammar & LAD.  <i>Includes use of L1.</i>	<b>Functional/Notional Approach</b>  Analysis of communicative meanings needed in order to express oneself and to understand effectively.

		<i>Shift towards more L2 use.</i>
<b>Direct Method</b>  Teaches concepts and vocabulary through visual means. Focus on question and answer patterns.  <i>Exclusive use of L2.</i>		<b>Communicative Approach (Weak version)</b>  Promotes communication in L2 through authentic language and tasks.  <i>Extensive use of L2, with L1 used to focus on grammar.</i>
<b>Audio-Lingual Method</b>  Language learning via habit formation, drills and memorising patterns. Prioritises listening and speaking.  <i>Focus on L2 use.</i>		<b>Communicative Approach (Strong version)</b>  Promotes communication in L2 through authentic language and tasks.  <i>Extensive use of L2, grammar to be learnt inductively via L2.</i>
<b>Audio-Visual Method</b>  As for the Audio-Lingual Method, but with addition of film strips and accompanying dialogue.  <i>Focus on L2 use.</i>		<b>Comprehensible Input</b>  Accuracy develops over time as the learner hears and understands more input.  <i>Exclusive use of L2.</i>
<b>CALL</b>  As for the Audio-Visual Method, but computers to deliver video and practical exercises.  <i>Focus on L2 use.</i>		<b>Sociocultural Theory</b>  Emphasizes the dialogic processes (such as ‘scaffolding’) that arise in a task performance and how these shape language use and learning.  <i>L1 can mediate L2 learning.</i>
		<b>Sociolinguistic Approach</b>  Focuses on the study of the impact of society, including the impact of social context, on the way language is used.  <i>Code-switching between L1 and L2.</i>
		<b>Complexity Theory Approach</b>  Language use and its acquisition

		<p>are mutually constitutive.</p> <p><i>Soft-assembly of L1 and L2.</i></p>
		<p><b>Identity Approach</b></p> <p>Social status and power and idea of investment.</p> <p><i>L1 or L2 used according to how 'invested' learner feels in talk.</i></p>
		<p><b>Language Socialization Approach</b></p> <p>How participation in talk can be marginal, peripheral or legitimate.</p> <p><i>L1 can mediate L2 learning.</i></p>
		<p><b>Conversation-Analytic Approach</b></p> <p>Analysis of talk can facilitate orderly interaction. Adoption of different identities.</p> <p><i>L1 can mediate L2 learning.</i></p>
		<p><b>Sociocognitive Approach</b></p> <p>Mind, body and world work integratively in SLA.</p> <p><i>L1 can mediate L2 learning.</i></p>



Grammar-Translation	Input Hypothesis	Sociocultural Approach
Direct Method	Intake	Sociolinguistic Approach
Audio-Lingual	Functional-Notional	Complexity Theory Approach
Audio-Visual	Communicative Approach	Identity Approach
CALL		Language Socialization Approach
		Conversation-Analytic Approach
		Sociocognitive Approach

**Figure 1: Theories of language learning situated in linguistic movement**

Figure 1 places the approaches to second language acquisition and learning discussed above within a particular linguistic movement.

## ***2.3 Language acquisition and language learning – A Historical Perspective***

### **2.3.1 Theories of learning: how do pupils acquire a language?**

Although this study looks at the language learning of adolescent learners in a school situation, I considered it necessary to look at theories of first language learning to provide background and a basis for the previous section which looked at approaches to the learning and teaching of modern languages, as a lot

of ML learning and teaching theory seems to be linked to theories of how first language is acquired. It is not difficult to make the jump between what we know about how children acquire their first language, or MT, to how this can be adapted for the learning and teaching of a second (or foreign) language.

Most researchers talk about three main theories of first language acquisition: behaviourist, innatist (or nativist) and constructivist (interactional/developmental). It is important to have an understanding of these theories, partly because they inform approaches to language learning and teaching, as mentioned above, and offer a background to the debate as to how much L1 and L2 should be used in FL classrooms, but also because most ML teacher educators use these as a starting point in teacher education courses with students preparing to be modern languages teachers.

### **2.3.2 Behaviourism**

Behaviourism (Skinner 1957) was popular in the mid-twentieth century as a theory which explained children's language development as habit forming where constant repetition enabled children to provide linguistically correct responses to stimuli from caregivers or others around them. According to this theory, errors are 'recast' and a correct version is given. Positive reinforcement is used and is believed to help develop 'good' language habits. In second language learning, this type of stimulus-response language is believed to reinforce structures and vocabulary in a similar way to language acquisition and has been widely used by ML teachers in the past and has been an influential theory for many teachers. It has led to an approach to L2 learning and teaching which relies a lot on drilling and memorization of language patterns, rather than authentic use of L2 in realistic or authentic settings, often accompanied by explanations in L1. The fact that the presence of this theory can be seen in a lot of language teachers' classrooms today accounts for its inclusion in this review.

### **2.3.3 Innatist or Nativist**

Chomsky (1959) disputed Skinner's behaviourist theory and proposed that children learn their mother tongue in a similar way to how they learn to walk, that is their language develops naturally, assuming there are no obstacles. Chomsky proposed that children were born with a 'Universal Grammar', language 'rules' that help them to organise language they heard. This facility that children have, Chomsky argued, lasts only until puberty, after which time, it is a lot more difficult to acquire native proficiency in a language. This correlates with Lenneberg (1967) and his 'critical age theory', who asserted that if no language is learned by puberty, it cannot be learned in a normal, functional sense, although Lenneberg's assertions were subsequently criticised (Bialystok and Hakuta 1994). In his research, Chomsky (1967) proposed that children possess a Language Acquisition Device (LAD) in their brain, through which they process linguistic functions and develop grammatical competence. This idea of grammatical competence was challenged by Hymes (1972) who viewed Chomsky's psycholinguistic position as being insufficient to account for the differences in children's linguistic output. Instead Hymes (1972) put forward the notion

of ‘communicative competence’, where he proposed that social conditions in which children learned language were important factors, describing the process as sociolinguistic as opposed to Chomsky’s psycholinguistic position. An understanding of Chomsky’s theory is particularly useful when examining approaches to L1 and L2 use. Sharwood Smith acknowledges the existence of the LAD in his five-stage acquisitional procedure examining input processing.

### **2.3.4 Cognitive Constructivism and Social Constructivism**

Another criticism of Chomsky’s arguments has been that they appear to neglect the place of language in overall cognitive development. Piaget (2002) on the other hand argued that as children’s overall cognitive abilities developed, they use language to describe their understandings and experience (cognitive constructivism). Vygotsky (1978), however, put forward a different view, that language was a fundamental part of cognitive development and was linked to a child’s thought processes. He saw language as the means by which cognitive development took place rather than as an expression of its understanding. Through interaction with adults and other children, Vygotsky maintained, children’s language developed (social constructivism). Through explanation and discussion, children can be helped to accomplish tasks without which help they could not achieve on their own. Vygotsky called this process the ‘Zone of Proximal Development’ (ZPD) (Vygotsky, 1986).

This explanation and discussion taking place in the child’s ZPD supports or ‘scaffolds’ learning (Bruner 1983) and as a child’s language becomes more elaborate, the level of support or scaffolding reduces correspondingly. It is not difficult to see the correlation between Vygotsky’s theory and how speaking skills are developed in a ML classroom as pupils interact with their teacher and in so doing clamber into and over their ZPD using the guidance and modelling provided by their teacher and/or more able peers. The interesting point here for this thesis is the implication that careful use of L2 by the ML teacher in this supported environment will help to extend the knowledge and comprehension of their learners, whilst developing active use of both listening and speaking skills. Here, too, we can consider how appropriate Hymes’s concept of communicative competence is as pupils learn what language is appropriate to use and when.

## **2.4 Teaching approaches – Policy**

Although an understanding of the literature relating to first language acquisition and foreign language learning and teaching is essential to this thesis, very important is an appreciation of the policy contexts in which modern foreign language teachers have found themselves in recent years. Teachers have their own views on how to teach their subject, but this is always in the context of advice and policies set by school management, local authority education departments and national bodies. To this end, this section looks at two influential factors, the Scottish policy context and the European policy context.



## 2.4.1 ML Learning and Teaching: Scottish Policy Context

In order to understand the context in Scotland in which L1 and L2 are used in Scottish classrooms, it is necessary to look at factors that have influenced language learning and teaching over the last fifty years.

With the introduction of comprehensive education in Scottish schools in the late 1960s, language teachers no longer operated with selected pupils only. This change in school organisation meant that language teachers now had all pupils in their junior classes and led to adoption of the common course for S1<sup>13</sup> and S2<sup>14</sup>. The Scottish Central Committee on Modern Languages (SCCML) identified issues in its 1972 report raised by this new situation and took “the first tentative steps towards redefining the aims of language teaching in terms of practical language use.”(HMIE 2003: 3.2).

As a result, in 1975 the Scottish Education Department responded to this change by examining language teaching pedagogy establishing a project which culminated in a course for teaching French in schools known as “Tour de France”. This course aimed to help pupils to:

- develop the ability to communicate in the foreign language;
- learn how language works;
- learn how to learn;
- learn about ways of life in other countries.

The approach taken by “Tour de France” in French was adopted by teachers of other commonly taught foreign languages in Scottish secondary schools (i.e. German, Italian and Spanish). One of the things that was new in this approach was that it advocated a more functional-notional communicative approach to the teaching of modern languages.

*“It placed priority on using the language in contexts which were as real as possible and on getting the learners to speak to each other, and not only to answer sporadic questions from the teacher.” (HMIE 2003: 3.3).*

The success of these methods and approaches in S1 and S2 showed that language learning could be made available to a wide range of abilities. Progression after S2 was difficult, however, and

*“the successful implementation of these teaching methods was constrained by the teachers having to revert to an earlier style in S3 and S4 to prepare for SCE examinations at Ordinary Grade which had not yet been adapted to the new aims.” (HMIE 2003: 3.4).*

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<sup>13</sup> S1 – First year of Scottish secondary schools, approximate age of pupils 12-13

<sup>14</sup> S2 – Second year of Scottish secondary schools, approximate age of pupils 13-14

Around this time, many local authorities in Britain were experimenting with Graded Objectives in Modern Languages (GOML) advocating a communicative functional-notional pedagogy. Language teaching pre-Standard Grade was very much grammar-translation and not much emphasis was placed on communicative competence. GOML was an attempt to bring more of a focus to communicative competence. The levels were not meant to be native speaker competence level, but to offer a means to record attainment. In 1979 Lothian Region pioneered the Graded Levels of Achievement in Foreign Language Learning (GLAFL) Framework, which arose from:

*“the decision of a small number of committed Lothian teachers to come together to work towards an improvement in the classroom teaching/learning process.” (Clark 1987, p.131).*

With the introduction of the Standard Grade Development Programme, the S4 certificate examinations in Modern Languages were reformed to reflect the new circumstances and give greater coherence to the developments already begun in S1 and S2. The clearest guidance on pedagogy to be used came in Section 1 of the Standard Grade Arrangements in Modern Languages (SEB 1987), where its ‘General Aims and Objectives’ states clearly how languages were to be taught:

*“The goal is unequivocal: The syllabus and assessment Arrangements have, as their primary objective, the development of communicative competence and confidence among the pupils. By this is meant the promotion of real language in real use, enabling the language learner above all to speak, listen and read in real-life situations.” (HMIE 2003: 3.5.1).*

This new national examination “is explicitly based, part at least, on first stage GLAFL work:” (Clark 1987, p. 143).

The arrangements document goes on to give further detail and guidance, making reference to research in the field, as the following quotation illustrates:

*“The route towards it is through the foreign language itself: An important implication of the Arrangements will therefore be to encourage the use of the foreign language in the classroom, and reduce the dominant use of English as the medium of teaching. In suggesting communication in and through the foreign language as the primary objective of teaching, and in encouraging use of the foreign language in the classroom, account has been taken of empirical evidence in educational and linguistic research on how we learn a foreign language. In research on this subject in recent years, exposure to and use of the foreign language is stressed as the one element which should never be excluded and which fosters language acquisition most effectively.” (HMIE 2003: 3.5.2).*

The position of Modern Languages was further strengthened in 1989 with SED Circular 1178, where the then Secretary of State for Scotland announced that he was

*“of the view that the study of at least one language other than English, and preferably of a modern European foreign language, should normally be pursued by all pupils throughout the third and fourth years of compulsory secondary school.” (SED Circular 1178 1989, para 7).*

This was to be accomplished through schools offering “that language in S3 and S4 through a 2 year Standard Grade course where that is available.” (SED Circular 1178 1989, para 7). At the same time a pilot programme into teaching Modern Languages in the Primary School (MLPS) was established, which was so successful that it was extended to all primary schools in 1993 before the end of the official pilot projects in 1996. These developments were influenced by work being carried out at that time by the Council of Europe into threshold levels (Van Ek, 1976).

Communicative competence and the use of the TL also emerged in the English National Curriculum around this time, whose origins can be found in the Direct Method which represented:

*“a reaction against the Grammar-Translation Method, together with its preoccupation with formal accuracy and analysis and use of the mother tongue. Central to the Direct Method was the premium placed on the target language as the medium of instruction, a feature which gained renewed prominence in communicative language teaching. In turn, this influenced the methodology of the graded objectives movement and subsequently GCSE with its emphasis on the four skills and practical communication.” ( HMSO 1985: 1: 2.1).*

In looking at the advice contained in curriculum guidance documents, such as those produced by Learning and Teaching Scotland (now Education Scotland), the Scottish Qualifications Authority, HMIE (now part of Education Scotland) and other bodies, it is important to try to gauge the extent of their influence on practice. It is equally important, however, to take into account factors influencing decisions made by policy makers:

*“Policy makers derive their ideas from common sense, from unsystematic observation, and from thoughtful speculation. As Lindblom (1988: 224) puts it: for some complex decisions, rules of thumb and other arbitrariness are, at least on a priori grounds, no less desirable than attempts at rational analysis that cannot be conclusive or even approach conclusiveness.” (Bechofer & Paterson 2000, p. 123).*

The contexts in which policy documents are set are important considerations when attempting to analyse both their purpose and also their influence. Yanow’s interpretivist policy analysis approach looks at policy artefacts, stakeholders and how a policy is framed and understood, (Yanow 2000). Ritchie and Spencer (1994) set policy analysis in a contextual, diagnostic and evaluative framework.

Whatever the policy context in Scotland, what is very clear is how unified and consensus-driven Scottish education is. In contrast to the multitude of examination boards in England, school assessments in Scotland are centrally written and administered under the auspices of the Scottish Qualifications Authority, which works very closely with Education Scotland, a Scottish Government executive agency, which offers advice and guidance on all aspects of education in Scotland. Since 2011, Her Majesty’s Inspectorate of Education (HMIE) has been incorporated into Education Scotland, providing further evidence of connectedness and consensus in Scottish education.

Another important and very influential body in Scottish education is the General Teaching Council for Scotland (GTCS), an independent and professional body which promotes and regulates the teaching profession in Scotland. An important function of the GTCS is the new framework for Career-long Professional Learning (CLPL), formerly referred to as Continual Professional Development (CPD), which affects all registered teacher in Scotland through Professional Update.

Equally important is the fact that the languages community in Scottish universities is a small close-knit community of lecturers, who have regular contact with each other and work together on common goals, sharing experience and expertise. As a result, there is a lot of consensus in research activities, which often involve collaboration between colleagues from different universities. In addition, these lecturers meet at various points during each academic session to discuss and agree positions relevant to educational developments in ML teaching in schools and universities.

The points illustrated above are relevant to my thesis, as they point to the fact that what happens in education in Scotland is largely as a result of a consensual approach with lots of joined up thinking in relation to teaching and modern languages teaching is no exception. As such, approaches advocated in teacher education with respect to L1/L2 are very similar across institutions, with an emphasis placed on extensive use of L2. The modern languages teacher educators meet frequently to discuss their approaches formally and informally.

## **2.4.2 ML Learning and Teaching: European Policy Context**

Just as the learning of foreign languages in Scotland started to be extended to all pupils and not just an élite few from grammar schools, similar processes were happening in Europe.

*“This broadening of the ‘market’ for foreign languages created pressure for change in teaching methods and curricula, to suit the needs of non-traditional groups of learners.” (Mitchell 1994, p. 33-34).*

In response to this, a very important piece of work was under way, which influenced language teaching across Europe and beyond. As Mitchell (1994) writes:

*“These influences could be seen in operation in a major syllabus writing project sponsored by the Council of Europe during the 1970s and 1980s. These ‘threshold level’ syllabuses (e.g. Van Ek, 1975) tried to spell out the language needed by beginner adult learners for vocational and social purposes, in terms of situations, language functions and semantic ‘notions’, as well as the more traditional dimensions of grammar, vocabulary and language skills.” (Mitchell 1994, p.36).*

Mitchell refers to these influences on ML teaching pedagogy in the UK:

*“Later, this syllabus model was adapted for school use in a variety of countries; its influence was found in some later projects within the GOML movement, and is very obvious in British foreign language GCSE syllabuses of the 1980s.” (Mitchell 1994, p.36).*

Savignon (1991) refers to the importance of Van Ek's work when discussing the beginnings of CLT:

*“Present understanding of CLT can be traced to concurrent developments on both sides of the Atlantic. In Europe, during the 1970s, the language needs of a rapidly increasing group of immigrants and guest workers and a rich British linguistic tradition that included social as well as linguistic context in description of language behavior, led to the Council of Europe development of a syllabus for learners based on functional-notional concepts of language use.”* (Savignon 1991, p.263).

In terms of promoting language learning and teaching the European Union (EU) has developed a number of initiatives or programmes, which seek to support the learning and teaching of the languages and cultures of the member states. The ERASMUS programme, started in 1987 provided for the mobility of university students, enabling study exchanges in other member states. This was replaced in 2014 with ERASMUS PLUS, a new programme which combines all the EU's current schemes for education, training, youth and sport. Other programmes have sought to promote language learning generally with the Lingua programme begun in 1990 and the Comenius, Socrates and Leonardo da Vinci programmes, providing bursaries for language teachers to be trained abroad, the provision of foreign language assistants for schools and funding class exchanges to motivate pupils to learn languages.

## **2.5 The Effects of ITE on practitioners**

In the first section of this literature review, relevant theories of how a second or foreign language may be learned were explored and their relevance to the topic of this thesis was outlined. In the second section theories of first language acquisition were examined to examine how these theories relate to SLA and approaches to modern languages learning and teaching. These theories of first language acquisition and second language learning need to be considered in terms of the policy contexts in which language teachers find themselves at a particular point in time and this was the focus of the third section.

However, in order to try to answer the second research question, *“In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language? What reasons do they give for any changes they make?”*, it is necessary to look in detail at a number of other very important aspects influencing teachers from their initial career positions as novice teachers to their development as more experienced, and hopefully, more expert teachers as they move through their career.

The concept then of how teachers develop expert knowledge, their expertise, is very pertinent to this study, therefore this next section will start by exploring the issue of **teacher expertise**, in particular, the differences between the novice teacher and the expert teacher. This will be followed by an examination of **teacher cognition** and how this affects novice and experienced teachers, the effects of teacher education

and the links between cognition and classroom practice. Finally, this section will look at **situated learning** in respect of teachers' developing pedagogical expertise.

To return to the reasons for undertaking this study, it is interesting for me as a languages teacher educator that, although a lot of research literature and educational policy documents on language teaching advocate extended use of the target language, many language teachers still resist doing so. ITE courses in ML teaching, based on relevant research literature, set great store by communicative competency-based pedagogies and in use of the TL. Why is it, then, that teachers seem to reject advice from teacher educators and researchers? Clarke states:

*"The principal problem is the dichotomy itself, in fact, in our societal tendency to dichotomize. In language teaching, as is the case in all of education, it is absurd to talk of theory apart from practice and vice versa, yet it is not uncommon to find, in the literature and in casual conversation, observations which indicate that the two are considered distinct endeavors: "Teachers generally have very little patience with theory," or "In theory, one should be consistent in correcting errors but in practice it is virtually impossible to do."'" (Clarke 1994, p.12).*

This is evident in the Induction Year of NQTs, where the influence of senior departmental colleagues sometimes is quoted by new teachers as partly being responsible for them gradually rejecting practices learned during pre-service.

This separation of theory and practice creates a divide between researchers and practitioners and leads to scepticism on the part of teachers.

*"Individuals involved in theory building and research very seldom are language teachers themselves. Theory building is a full-time job and so is teaching. Given real-life constraints, it is rare to find an individual who is both language teacher and theory builder. The majority of articles and books published on language learning and teaching are written by university faculty, most of whom are not currently teaching in the language classroom (see Swales, 1988). The issues they raise may be important for the profession but seldom do their agendas match those of classroom teachers." (Clarke 1994, p.12).*

However, Furlong et al., (2000) state, quoting McIntyre talk:

*"of the different contributions that practising school teachers and university lecturers can make. The conditions of university lecturers' work, McIntyre (1991: 114) suggests, enable and oblige them, much more than is generally possible for practising teachers, to know about alternative teaching approaches being used elsewhere, to study relevant research and theoretical literature and to explicate and critically examine the principles which should or could inform the practice of teaching." (Furlong et al. 2000, p.13).*

Zeichner (1981), Zeichner and Liston (1987), Rudduck (1991) and McIntyre (1993) have all examined the effects of initial teacher education. Zeichner and Tabachnick (1981) suggest university teacher education may be washed out by school experiences. As one possible explanation they refer to Lortie (1975), who suggests that:

*“teacher candidates internalize teaching models during their school career. The effects of such internalization is not immediately known to the student. The theory presented in university is not enough to challenge such ingrained, unconscious beliefs. Once the school experience begins, such internalized views are triggered and become dominant. This indicates that teacher socialization is largely completed before formal training”” (Zeichner and Tabachnick 1981, p.1)*

What is apparent is, as Grossman (2008) argues, that we are facing a crisis in teacher education, as evidenced by the results of many research studies showing the disappointing impact of teacher education on teacher behaviour and teacher learning. As far back as the early 1980s, Zeichner and Tabachnick (1981) were noting the effects of university teacher education being ‘washed out by school experiences’ and at the same time the ‘practice shock’ phenomenon started to draw international attention (Korthagen, 2010). In his article on situated learning theory and the pedagogy of teacher education, Korthagen (2010, p. 98) states:

*“...many researchers from various countries demonstrated that teacher education graduates were facing severe problems trying to survive in the classroom, and were implementing little of what they had learnt during their professional preparation.”*

In addition to many local and national studies on practice shock, it is worth considering the results of two larger scale studies, such as that carried out by Wideen, Mayer-Smith, and Moon (1998), where the impact of teacher education was found to be minimal, and the review of teacher education carried out by the AERA (American Educational Research Association) panel on Research and Teacher Education (Cochran-Smith & Zeichner 2005), where no convincing evidence was found that teacher education makes any difference. This has to be seen in contrast to studies by Brouwer and Korthagen (2005) and Day (1999), whose research showed that teacher education based on specific pedagogies could influence teachers’ practices. In general, however, there remains doubt about the effectiveness of teacher education and in many places there is still a substantial divide between theory and practice (Broekkamp and Van Hout-Wolters 2007; Burkhardt and Schoenfeld 2003; Kennedy 1997; Robinson 1998).

### **2.5.1 Language Teacher expertise**

In terms of the issues raised above regarding the effectiveness of teacher education, we need to look at the area of language teacher expertise. To understand then how novice teachers can improve their knowledge and practice, it is important to have a knowledge of how expert knowledge and expertise is acquired. There are a number of studies into how expert knowledge is acquired, including teacher expertise. These studies into teacher expertise have largely been motivated by the need to show the general public that experts in teaching are comparable with experts in other professions often held in higher regard, such as surgeons, physicists and computer scientists. As Tsui (2005, p. 167) citing Berliner (1992) states:

*“...experts in the teaching profession possess skills and knowledge which are no less complex and sophisticated.”*

What we are interested in is language teacher expertise and it seems reasonable to assume that general studies into teacher expertise are applicable to the specific area of language teaching.

In many studies, according to Tsui (2005, p. 169), years of experience is the only criterion used, and the terms ‘experienced teacher’ and ‘expert teacher’ are used interchangeably:

*“However, as many researchers have noted, experience and expertise are not synonymous. While it is impossible to develop expertise without experience, the reverse is not true. In fact, an experienced practitioner could become complacent with their existing practice and allow their skills to become out-of-date (see Eraut, 1994; Ericsson, 2002).”*

Another criterion for judging expertise has been accolades bestowed by official bodies, such as education authorities and governing bodies. The problem here is the uncertainty regarding what criteria (if any) have been used to arrive at these decisions and often:

*“...the judges of the awarding bodies are often from professions outside of teaching, untrained and inexperienced” (Berliner 1986, p. 5)*

An important factor to consider is the underlying assumption that there is a direct relationship between teacher expertise and student performance. As Tsui (2005, p. 170) states:

*“Student achievement results, as we know, are intertwined with a number of factors, such as their socioeconomic background, peer influence, school context and so on.”*

Whether the assessment instruments used in these studies are able to reflect differences in the quality of teaching is also a factor to take into consideration.

Tsui (2005), considering a number of studies on teacher expertise, identifies four criteria which she states distinguishes novice teachers from more expert teachers.

She proposes that:

- 1. Novice teachers plan according to procedures and rules which are devoid of context whereas expert teachers exercise more autonomy. In other words, novice teachers are more likely to follow curriculum guides, whereas expert teachers exercise more autonomy in planning.*
- 2. Expert teachers are much more efficient in lesson planning, being able to draw on a wealth of previously taught lessons, which the novice teachers do not have. They are able to draw on previously taught similar lessons and some actions become automatic compared to the novice teachers whose lesson plans are often inordinately long and complex.*



3. *Expert teachers are much more flexible and vary their lesson plans in response to the contextual variations. This is due to their experience of similar situations in the past and remembering what worked and what did not.*
4. *Expert teachers are able to better analyse what they do and justify why they have made certain decisions, compared to novice teachers who can often not give a reason for using certain teaching techniques or not.*

Tsui sees an important need for the teaching profession to have an ever-increasing critical mass of expert teachers which would in turn bring about an improvement in the quality of education for our pupils in schools. For this to happen, Tsui (2005) claims “an understanding of the processes and learning mechanisms which mediate the development of expertise is crucial.” She proposes that this would be invaluable for teachers and teacher educators in terms of supporting young teachers:

*“Such understanding would enable mentor teachers and teacher educators to identify emerging characteristics of expertise among young members of the profession and to ensure that they are well supported and appropriately challenged at the various phases of their development.” (Tsui, 2005, p. 185)*

As this thesis examines the factors influencing the development of new or novice teachers as they move out of teacher education into full-time teaching, it is very important to have an understanding of theories relating to developing teacher expertise. The expertise these new teachers develop related to L1/L2 use is relevant to this thesis and how this expertise develops will be examined in the findings contained in this study, particularly in Chapters 7 and 8.

### **2.5.2 Teacher cognition**

Within a more general framework of teacher cognition, a number of studies (Calderhead 1996; Carter 1990; Clark & Peterson 1986; Fenstermacher 1994; Richardson 1996; Verloop, Van Driel, & Meijer, 2001) have looked specifically at language teacher cognition, which is starting to establish itself as an area in its own right. In language teacher cognition, Borg (2003) discusses three main themes: (1) cognition and prior language learning experience, (2) cognition and teacher education, and (3) cognition and classroom practice. These themes are very useful in helping to examine what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom. All three of these themes are directly related to this thesis and help to shed light on possible decisions made by the PGDE students in the sample vis-à-vis their classroom practice.

As a graphical representation of the role teacher cognition plays in teachers' lives, Borg (2003) offers the diagram in Figure 1. This diagram shows how different areas relate to teacher cognition, namely schooling (including teacher education), professional coursework, contextual factors and classroom practice. These areas are all relevant to the experience of PGDE students and NQTs, such as those in this study, and help to develop our understanding of the professional development of students in teacher education through to, and including, their first full-time teaching post.

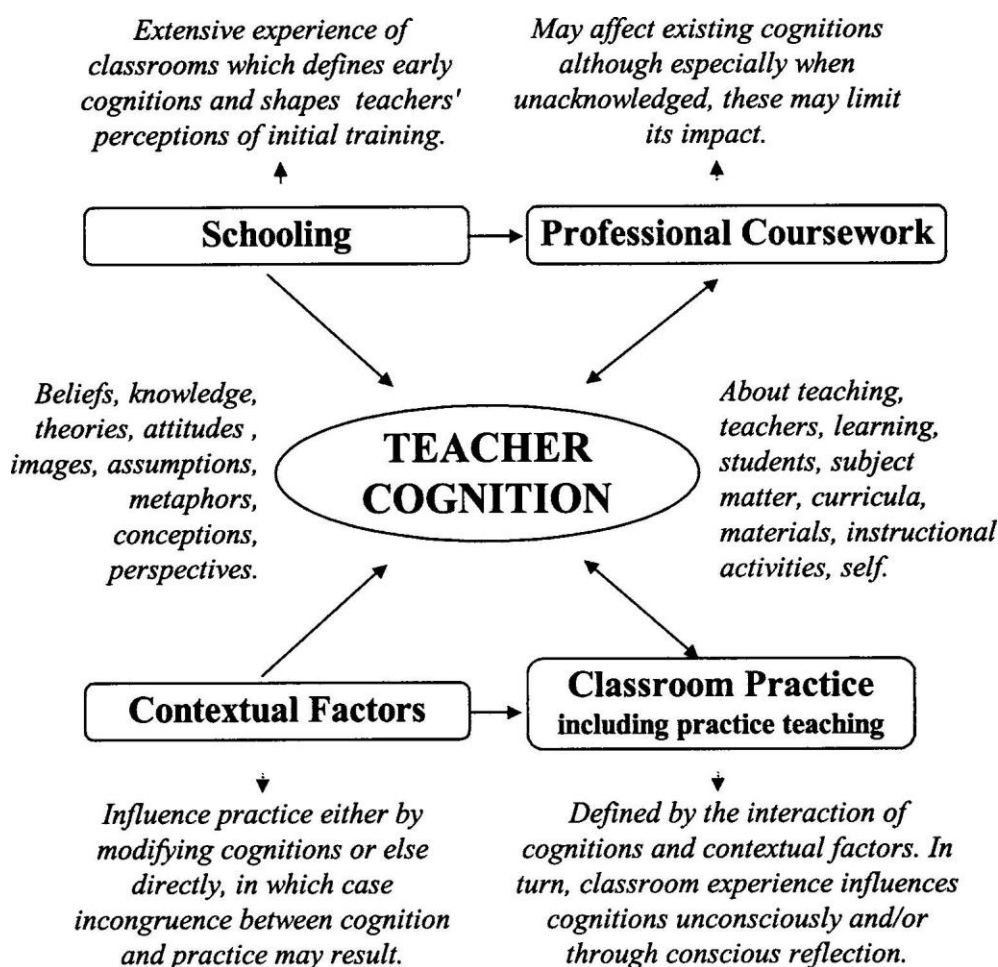


Figure 2: Teacher cognition

Teacher cognition, schooling, professional education, and classroom practice (Borg 2003, p. 82)

Borg's review of 64 teacher cognition studies between 1996 and 2002 reveals, as Freeman (2002) proposes, that 1990 – 2000 was the decade of change and that language teacher cognition studies started in the early 1990s, with the second half of the decade showing an increase in this area.

Borg (2003, p. 81) has reviewed a selection of research in the fields of first and second language teaching, looking at novice teachers, beginning teachers and more experienced teachers. What Borg (2003) has found is that:

*“...there is ample evidence that teachers' experiences as learners can inform cognitions about teaching and learning which continue to exert an influence on teachers throughout their career (e.g., Holt Reynolds 1992)”*

This is similar to the findings of Zeichner and Tabachnik (1981) relating to teacher socialisation where internalised views of teachers as learners themselves become dominant during school experience, whether during ITE on placement, or in posts as qualified teachers. Research seems to suggest that beliefs that learners have from very early on in life are very hard to change, even when the learners are presented with evidence to the contrary, for example, from teacher education classes (Nisbett and Ross 1980). According to Borg (2003, p. 86):

*“Such beliefs take the form of episodically stored material derived from critical incidents in individuals' personal experience (Nespor 1987), and thus teachers learn a lot about teaching through their vast experience as learners, what (1975) called their 'apprenticeship of observation'.”*

Just how much prior experience influences student teachers is reported by Johnson (1996) and Numrich (1996). Johnson's study looked at pre-service teachers and how what they decided to do in terms of materials, activities and classroom organisation were based upon their own experiences as second language learners. Numrich reports on a number of novice language teachers choosing not to teach grammar or correct errors due to their own negative experiences as language learners, for example feeling humiliated and uncomfortable themselves as learners when being corrected.

Not only novice teachers, but practising teachers admit to being influenced by prior learning. Borg (2003) cites an earlier study into teachers' use of grammatical terminology (Borg 1999d), where:

*“...the metalinguistically rich, but communicatively unrewarding, grammar-based L2 education one teacher had experienced emerged as a contributing factor in her own decision as a teacher not to over-emphasise the use of terminology.” (Borg 2003, p. 88)*

In his examination of teachers' prior learning experiences, Borg concludes that:

*“...teachers’ prior language learning experiences establish cognitions about learning and language learning which form the basis of their initial conceptualisations of L2 teaching during teacher education, and which may continue to be influential throughout their professional lives.”* (Borg 2003, p. 88)

As to the effects of teacher education upon student teachers, Borg (2003, p. 81) is sceptical:

*“there is also evidence to suggest that although professional preparation does shape trainees’ cognitions, programmes which ignore trainee teachers’ prior beliefs may be less effective at influencing these (e.g., Kettle & Sellars 1996; Weinstein 1990);”*

He cites a study by Almarza (1996) where four PGCE students were tracked through their training year, to examine the cognitive and behavioural differences that teacher education courses may produce. The findings showed that the students adopted (behaviourally) the methods taught on the PGCE course, demonstrating these on practicum. However, in discussions about their work, the students varied in their acceptance (cognitively) of the methods advocated by their tutors, revealing cognitions about language teaching influenced by their own previously held cognitions about language learning and teaching. A stark example of this, so Borg (2003) on Almarza’s (1996) study, is of one student at the end of her teaching practice who returned to her previously held beliefs about languages, demonstrating that, although teacher education was influential upon her during her teaching placement, her initial beliefs about language remained dominant. Borg (2003, p. 81) indicates that teacher cognition and practices influence each other:

*“...research has also shown that teacher cognitions and practices are mutually informing, with contextual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognitions (e.g., Beach 1994; Tabachnick & Zeichner 1986).”*

In terms of the contextual factors influencing teachers when they begin to teach, Borg (2003) cites Johnson’s (1996) study on how teacher enthusiasm is worn down by contextual realities. An example he cites is Richards and Pennington’s (1998) study of teachers in their first year who:

*“...had been trained in a version of the communicative method, yet almost without exception their practices during their first year diverged from communicative principles.”* (Borg 2003, p. 94)

This was due, so Borg (2003, p. 95):

*“...to the impact of large classes, unmotivated students, examination pressures, a set syllabus, pressure to conform from more experienced teachers, students’ limited proficiency in English, students’ resistance to new ways of learning, and heavy workloads.”*

In considering the issues facing these teachers, Richards and Pennington (1998, pp. 187-188) conclude that these new teachers then naturally conform to the practices of more experienced teachers in the schools:

*“Such factors discourage experimentation and innovation, and encourage a ‘safe’ strategy of sticking close to prescribed materials and familiar teaching approaches. Without any relief from these factors and without any reward for innovating in the face of them, the teachers would naturally be led back toward a conservative teaching approach to align themselves with the characteristics of the existing teaching context.”*

Breen et al (2001) and Mok (1994) talk about the effects of experience on cognition and Crookes and Arakaki (1999, p. 16), in examining the source of teachers’ ideas of ESL teachers, reported accumulated teaching experience as the most cited source:

*“many of these teachers spoke about their teaching experience as being a personally unique and self-contained entity ....It was a personal history of knowledge and information gained through trial and error, concerning which teaching ideas (and their sources) were effective in which circumstances. As one veteran teacher stated simply, ‘As you have more practice, then you know in the classroom what will work and what will not work.’”*

In comparing changes that teachers make in their teaching approaches over time, experienced teachers paid more attention to language matters than less experienced teachers, who seemed more worried about classroom discipline (Nunan, 1992). Borg (2003, p. 95) suggests that:

*“...with experience teachers learn to automatise the routines associated with managing the class, and can thus focus more attention on issues of content”*

He agrees with Richards (1998b) who postulates that experienced teachers can thus focus on more improvisational teaching, as they do not need to worry so much about things such as classroom management.

As this thesis focuses on the transition between teacher education and teaching for the first time as NQTs of a group of TE students, the afore-mentioned studies by Borg and others sheds some light on possible reasons for the practices of these students when they become fully qualified teachers.

## **2.5.3 Situated learning**

### **2.5.3.1 The theory-practice divide**

So what is it that causes this divide between theory and practice? Could it be that we have too simplistic a view of what happens in schools? When studying teachers and schools from the outside we may not be getting a deep enough understanding of what is happening, we may not be getting an insider perspective

(Anderson and Kerr 1999). Kvale (1996) found that researchers who tried to get a description of the life world of interviewees discovered a dislocation between what teacher educators expect to see and what really goes on in schools.

This cannot simply be explained as a result of the learning that takes place in the situation of the workplace, for teachers in schools. Of course, the place where learning is situated is important, as it brings with it a host of other factors, ie the interaction with other, often more expert, practitioners, one's peers, the environment, historical practices; these all contribute to a novice teacher's developing knowledge of her/his craft and skills. As Lave and Wenger (1991, p. 53) propose:

*“Activities, tasks, functions and understandings do not exist in isolation; they are part of a broader system of relations, in which they have meaning”*

This does not mean that learning remains fixed and never changes. The point at which the teachers are on in this learning trajectory is important. As they start to become involved with other practitioners, be it with their peers or with more experienced colleagues, they become part of what Lave and Wenger (1991) describe as ‘communities of practice’, where their learning may change as they legitimately take part, due to their situation, in these communities of practice. The meaning of learning for these novice teachers is shaped by the process of becoming a fuller participant in these communities. Lave and Wenger see situated learning in terms of social participation, where the learner, instead of gaining an abstract body of knowledge to replicate and pass on, acquires the skill to perform by engaging in what they term ‘legitimate peripheral participation’, participating in the actual practice of an expert (ie more experienced teachers), but without the full responsibility.

Using an anthropological-oriented study, Chaikin and Lave (1996, p. 378) gained a more profound understanding of teaching from the perspective of “societally significant practices”. What they found was not what teacher educators would hope to find, namely that what student teachers learned was very similar to apprenticeship learning and looked quite similar to what Lave saw happening in novices entering a community of Liberian tailors (Lave & Kvale 1995), “namely a subtle process of enculturation, shaped by language and implicit norms” (Korthagen 2010, p. 99).

*“In summary, observation of the reality of teaching as embedded in a societal and historical system.....opened up new ways of looking at teaching, and as a consequence, at teacher education.”* (Korthagen 2010, p. 99).

The research, it seems, brings out the stark differences between the nature of knowledge in the minds of teachers that they perceive helps them to be effective teachers and the knowledge taught by teacher educators (Fenstermacher 1994; Kessels and Korthagen 1996; Wubbels 1992).

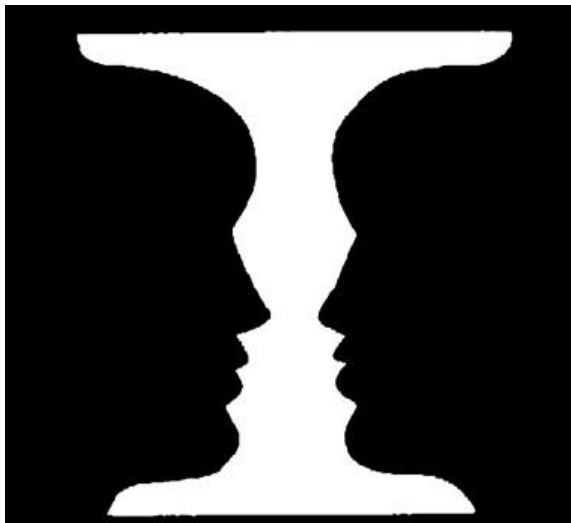
Korthagen (2010) concludes that learning actually comes about from interacting with others and as such is socially constructed. He cites Wenger (1998, p. 45), who maintains:

*“Being alive as human beings means that we are constantly engaged in the pursuit of enterprises of all kinds, from ensuring our physical survival to seeking the most lofty pleasures. As we define these enterprises and engage in their pursuit together, we interact with each other and with the world and we tune our relations with each other and with the world accordingly. In other words we learn.”*

According to Wenger, the way in which student teachers learn is different from that which many teacher educators assume. Student learning does not arise from simply processing a collection of educational theories, but from participating in social practice, ie the social practice in schools. Korthagen (2010) reflects that this then leaves us with the problem of how to reconcile the situated learning perspective with traditional cognitive theory and what this means for teacher education.

### **2.5.3.2 Korthagen and Lagerwerf’s three-level model**

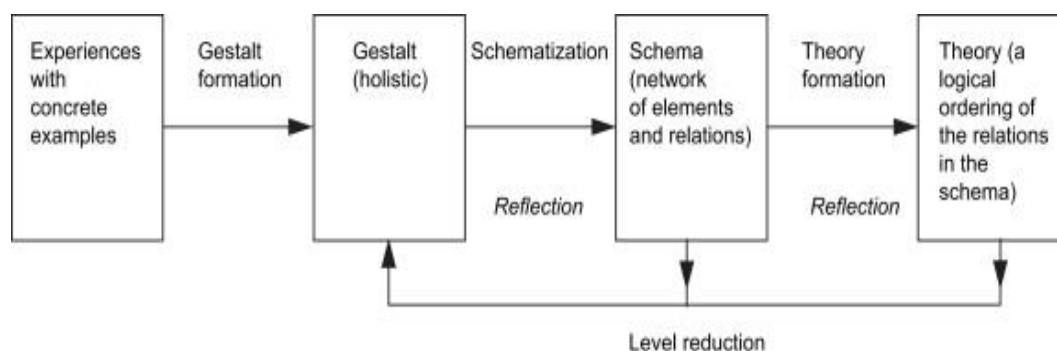
Although the different metaphors underlying situated learning and cognitive theory are regarded as incompatible by some (Cobb and Bowers, 1999), Korthagen (2010) argues that the perspectives of situated learning and cognitive theory can be integrated. He does so by using a three-level model to develop a relationship between theory and practice (Hoekstra et al., 2007), in which perspective is explained through reference to Schön (1993) and classical gestalt figures as shown in Figure 2. Korthagen argues that the gestalt figures may be seen very differently by individuals, one individual seeing two profiles, another seeing a vase. However, when one knows what to look for, one can switch from one to the other and indeed train oneself to see both at once.



**Figure 3: Classical gestalt figure**

***Classical gestalt figure (Korthagen, 2010, p. 100)***

Korthagen (2010) proposes that the three-level model put forward by Korthagen and Lagerwerf (1996) provides a way of integrating the two perspectives by “ taking into account the shift in the purpose of knowledge, which can take place during a teacher's development.” (Korthagen 2010). The model is based on a combination of a theory on mathematical levels and Piagetian theory of cognitive development and a visual representation is given below in Figure 3:



**Figure 4: Korthagen and Lagerwerf's three-level model**

***Korthagen and Lagerwerf's three-level model and the accompanying learning processes (Korthagen, 2010, p. 100)***

### 2.5.3.3 The gestalt level

Focusing on the relationship between experiences and internal processes in the teacher, Korthagen (2010) uses examples from a study by Hoekstra et al., (2007) of 32 Dutch teachers to illustrate the intrapersonal and psychological counterpart of the social process of situated learning. With reference to the research study by Hoekstra et al. (2007) to find relationships between teachers' behaviour and accompanying mental processes, and the influence on their professional learning in the workplace, Korthagen uses episodes from individual teachers to try and understand the process of meaning making from the perspective of the teacher.

He uses the example firstly of Albert, one of the Dutch teachers, who chooses to teach a concept that has come up in a lesson with an explanation, which upon reflection is not a good strategy. Korthagen cites Stofflett and Stoddart (1994) who suggest that teachers often project their own teaching style on their pupils. As Russell (1999) puts it: “The image of ‘teaching as telling’ permeates every move we make as teachers, far more deeply than we would ever care to admit to others or ourselves.” Although Albert realised his strategy was wrong, many teachers are unaware of their actions and of the reasons for such (Clark & Yinger, 1979). It is often the case that so much is happening in a lesson that teachers are not conscious of everything that is happening in their lesson or the reasons why (Dolk 1997, Eraut, 1995).



Dolk (1997) proposes that much of teachers' behaviour happens without reflection, what he terms 'immediate behaviour', while Eraut (1995) emphasises the influence of time. As Halkes & Olson (1984) emphasise, a good deal of what teachers do is characterised by automatic or mechanical performance of acts.

### 2.5.3.4 The notion of a gestalt

Epstein (1990) argues that human behaviour involves cognitive, emotional, motivational, and behavioural factors, thus when a teacher reacts without reflection, this is often triggered by images, feelings, notions, values, needs or behavioural inclinations, etcetera, and often in combinations of these factors. Korthagen (2010, p. 101) argues that:

*"...such factors often remain unconscious, they are intertwined with each other (Lazarus, 1991), and thus form a whole that Korthagen and Lagerwerf (2001) call a gestalt. As this concept was originally used to just describe the organization of the visual field (Köhler, 1947), this implies a broadening of the classical gestalt concept, as proposed by Lackey (1945), and Korb, Gorrell, and Van de Riet (1989)."*

Korthagen proposes that this broader conceptualisation of the notion of gestalt is dynamic and constantly changing and "encompasses the whole of a teacher's perception of the here-and-now situation" (Korthagen 2010). This is not unlike what Tabachnik and Zeicher (1986) and Beach (1995) propose above when talking about conceptual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognitions.

In a second example of teacher behaviour, Korthagen (2010) talks about another teacher, Nicole, who wanted to reduce direct instruction time and increase the time students work on tasks collaboratively, but lapsed back into frontal instruction, showing evidence of the strong influence of previously formed gestalts on her behaviour.

In comparing gestalt theory with theoretical notions from situated learning theory, Korthagen cites ideas from Lave and Wenger (1991) where he describes the formation of the gestalt theory as:

*"...the result of a multitude of encounters with similar situations in everyday work or life. Building on the work of Lave and Wenger, Gee (1997, p. 243) introduced the notion of midlevel situated meaning, which comes close to the gestalt concept. He defines situated meaning as "specific patterns of experience tied to specific sorts of contexts" and states that "these patterns represent midlevel generalizations, not too specific and not too general, not totally contextualized, not totally decontextualized." Concurrent with the view of Lave (Lave & Kvale, 1995, p. 219), this results in "a vision of cognition as the dialectic between persons acting and the settings in which their activity is constituted". Also in line with Lave and Wenger (1991), the gestalt concept aims at describing the individual as a 'whole person'." (Korthagen 2010, p. 102).*

### 2.5.3.5 The schema level

In the next stage of the three-level model, Korthagen (2010, p. 102) describes how teachers move to the schema level:

*“In more general terms, when an actor reflects on a situation and the actions taken in it, and perhaps also on other similar situations, he or she may develop a conscious network of concepts, characteristics, principles, and so on, helpful in describing practice. Such a mental network is called a schema, and the development of such a schema is an important next level in the learning process.”*

This is similar to what Borg (2003) above describes when he talks about teachers’ prior language learning experiences and how they form the basis of their initial conceptualisations of L2 teaching during teacher education.

What is important to practitioners is how to act in particular situations, instead of having an abstract understanding of them. This behaviour may derive from an awareness of what is going on in the class or from other imperatives, such as ‘getting through activities’. This type of behaviour is exhibited by the NQTs in the audio-recordings detailed in Chapter 7 and discussed in Chapters, 7, 8 and 9.

This schema level, then, is actually grounded in concrete situations. In moving from the gestalt to the schema level, the teacher is taking knowledge gained in specific situations and applying these more generally in a kind of “situated generalization” (Carragher et al. 1995). In so doing the teacher is creating his or her own pedagogy, which may look different from that of his/her teacher educators and one which he/she may develop further through experience, reflection, training or study.

### 2.5.3.6 The theory level

Typically researchers wish to develop a theoretical understanding of situations that are similar. This can be achieved by examining previous knowledge and making order out of it. In the three-level model, this is done by examining the relationships within a teacher’s schema or several schemata and synthesising these into one coherent “theory”. This level of knowledge is useful for understanding certain types of situations. In the study by Hoekstra et al., (2007) on teachers’ informal learning, Korthagen (2010) reports that none of the teachers in the study demonstrated this theory level, in line with other studies that show that teachers tend not to use a lot of theory in their work. The reason for this may be that while the theory level implies a deep understanding of a range of similar situations, most teachers focus on the here-and-now and what action they should take, thus do not reach the theory level (Korthagen and Lagerwerf 2001).

### 2.5.3.7 Level reduction

Korthagen (2010) proposes that with time, the schematized or even theoretical knowledge can become self-evident and the schema or theory can be used in a less conscious, automatic way. In this way, the whole schema or theory has been reduced to one gestalt. This process is what Van Hiele (1986) terms

“level reduction”. In this way, teachers may unconsciously use their schema in concrete situations as a gestalt. In other words, they have used their own constructed pedagogy. As a consequence:

*“...the relevant schema or theory needs less attention during one's actions. This allows the individual to concentrate on other things. The phenomenon of level reduction concurs with.... model of professional growth, in which the expert level is the level at which the professional can act fluidly on the basis of an intuitive grasp of the situation.” (Korthagen 2010, p. 103).*

The implication is that schemata and theories are grounded in concrete situations, that they are not purely personal, but are linked to social contexts. The three-level model, Korthagen (ibid) argues, has as an underlying principle that:

*“...all knowledge, including scientific knowledge, is originally grounded in personal encounters with concrete situations and influenced by social values, the behavior of others, implicit perspectives, and generative metaphors.”*

Gestalts, therefore must be considered in relation to the social context in which they are evoked with learning embedded in relationships between people (Lave and Wenger 1991). It follows, therefore, that different teachers dealing with the same situation may elicit different gestalts, as these are rooted in each individual's personal life and experience.

In examining the complementarity of socio-cultural and cognitive constructivist perspectives. Cobb (1996, p. 45) concludes that:

*“... learning is both a process of self-organization and a process of enculturation that occurs while participating in cultural practices, frequently while interacting with others.”*

This is similar to Lave and Wenger (1991), who emphasise that “learning is an integral part of generative social practice in the lived-in world” (p. 35), and notice the “concerned” (engaged, dilemma-driven) character of situated activity (p. 33) and state that:

*“There may seem to be a contradiction between efforts to “decenter” the definition of the person and efforts to arrive at a rich notion of agency in terms of “whole persons”. We think that the two tendencies are not only compatible but that they imply one another; if one adopts as we have a relational view of the person and of learning: It is by the theoretical process of decentering in relational terms that one can construct a robust notion of “whole person” which does justice to the multiple relations through which persons define themselves in practice.” (Lave & Wenger 1991, p. 53, 54)*

### **2.5.3.8 Implications for teacher education practices**

The implications for teacher education of the three-level model underline the need to examine closely teacher behaviour and to promote the development of adequate gestalts. A Scottish ML teacher education programme typically has a variety of placements with a minimum of 18 weeks in schools on most

Professional Graduate Diploma in Education (PGDE) programmes. Although it is obvious from interviews with student teachers carried out in this study (see Chapter six) that theories presented on ITE programmes have been more or less embraced during the PGDE year (at least in the protected environment of the PGDE, where there is a lot of contact with teacher education tutors and like-minded students), and this has an effect on the teaching practices of these student teachers, Chapters seven and eight point to this being short-lived once the students become qualified teachers. As Korthagen (2010, p. 103) proposes:

*“The explanation is that teaching is to a large degree a gestalt-driven activity. As a consequence, the presentation of theory is not sufficient in trying to influence the more perception-driven gestalts. Hence, we need a pedagogy of teacher education that combines fruitful practical experiences – i.e. experiences that help form the type of gestalts the teacher educator wishes to develop – with the subsequent promotion of reflection in student teachers aiming at the development of adequate schemata.”*

Korthagen (2010, p. 104) argues that *“The development of such a pedagogy seems an answer to the serious findings about the minimal impact of teacher education...”*. He proposes that:

*“...what is needed for a process of schematization in the direction preferred by teacher educators is the organization of sufficient suitable and realistic experiences tailored to the needs and concerns of student teachers, and at the same time preparing the way for the intended process of schematization through opportunities for reflection on those experiences.”* (ibid)

He argues that such critical understanding can only develop through active dialogue within a community, that learning to teach is “a socio-cultural process relying on discursive resources.” (Korthagen 2010).

From what is known about situated learning theory, the most opportune time, it would appear, to encourage teachers to look at moving from a schema level to a theory level is after the teachers have had an opportunity to try their craft in their initial posts, in Scotland in the Induction Year. This is the challenge for schools and universities as we look to support NQTs in their initial stages of teaching to develop effective techniques of learning and teaching.

## **2.6 Summary**

This review of literature has examined different approaches to language learning and teaching and views on the appropriate use of the TL in class. SLA theories and the implications for the learning and teaching of modern foreign languages, especially with regard to L1 and L2 use in class were examined, as were theories of cognitive development and how these relate to first language acquisition. As a background to this the policy context in which Scottish modern foreign language teachers work has been examined, looking at the effect of policy initiatives from government, local authorities, teaching bodies and the European Union and how this has affected learning and teaching approaches in Scottish secondary schools. Finally, this review has examined the issues of teacher expertise and teacher cognition and how teachers’ own language learning experiences affect their teacher education experience with respect to L1 and L2 use in class. Teacher education and the influence of classroom practice were examined, as well as

the importance of situated learning to teacher development and how to reconcile the situated learning perspective with traditional cognitive theory and what this means for teacher education.

The next chapter will outline the rationale chosen for the methodology adopted for this study before moving on to examine methods chosen to collect and analyse data.

## Chapter 3 Methodology

### **3.1 Introduction**

The previous chapter reviewed the literature relevant to this thesis, firstly examining language learning and teaching, views on L1/L2 use, SLA theories, policy contexts as well as the areas of teacher expertise, teacher cognition and situated learning. In this chapter I will seek to give a clear rationale for the methodology I have chosen for this study and explain the methods used to collect and analyse my data. I will seek to justify the reasons I have chosen the methods outlined below and discuss the issues surrounding these choices. The themes and findings that arise from my data set will be discussed in the Findings chapters 5 -8. The reliability and validity of the findings will also be discussed, as well as the measures taken to assure that the study was completed in an ethical manner.

In this chapter I shall seek to explain into which paradigm my research fits and how the nature of the research questions help to determine the choice of methodology:

#### Research Question 1

1(a) In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms?

1(b) What reasons do student teachers of modern languages give for using, or not using, the target language in class?

#### Research Question 2

2(a) In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language?

2(b) What reasons do they give for any changes they make?

### **3.2 Consideration of the philosophical basis for this study**

In explicating research, the distinction between practice (i.e method) and the philosophical basis for the practice (i.e. methodology) is clearly delineated. A major distinction within methodology is the one between the quantitative and the qualitative: certain domains seem to favour a quantitative approach and others a more qualitative one. The pure sciences and mathematics seem to lend themselves to quantification and the generation of what is often regarded by policy makers as sound empirical data, often referred to as “hard”. As Guba and Lincoln state, referring to Secherest (1992): “there exists a widespread conviction that only quantitative data are ultimately valid, or of high quality” (Guba and Lincoln 1994, p.196). Educational research, as part of the humanities, can be quantitative or qualitative in

approach, although qualitative research is often regarded as a “soft”, less reliable form of research by policy makers (Guba and Lincoln 1994), characterized by imprecision and a lack of dependability. When compared to quantitative research, it is often regarded by positivistic researchers as a poor cousin (Guba and Lincoln 1994), whose results are less reliable and valid due to the lesser degree of quantification and generalisability. As a relatively novice researcher, I was, at first, inclined to pursue a more quantitative approach, due to my desire to attach more credibility to my findings, knowing how much more credence is often given to this type of research by policy makers:

*“Outside the social science community, there is little doubt that quantitative data rule the roost. Governments favour quantitative research because it mimics the research of its own agencies (Cicourel, 1964: 36). They want quick answers based on 'reliable' variables.” (Silverman 2000, p.2).*

I was not sure how seriously my research would be taken if my approach was qualitative. However, after looking more closely at these research paradigms, particularly in Guba and Lincoln’s *Handbook of Qualitative Research* (Guba and Lincoln 1994), my choice of approach has taken me on a qualitative path. I recognise that much of what I will say in this section refers to Guba and Lincoln’s work, which I find very powerful.

### **3.3 The status of context**

Guba and Lincoln challenge the conventional wisdom and assumptions surrounding research paradigms and question “the very assumptions upon which the putative superiority of quantification has been based.” (Guba and Lincoln 1994, p.197).

They talk about ‘Context stripping’ and how precise quantitative approaches, through controls and randomization, strip variables from context that may change findings if taken into account. They argue that in such studies this can detract from a study’s generalizability, as its outcomes can only be applied in similar, strict laboratory conditions. The contextual nature of qualitative data can help to redress any such imbalance (Guba and Lincoln 1994).

As the answers to my research questions rely on the participants reflecting on their contexts (as in the questionnaire and in the two sets of interviews) and acting within a context (the audio-recordings), this steers my research towards a more qualitative approach.

In this section I describe the methodology chosen. The methods that will be used in this research are explained in detail in the next section on research design and will involve an analysis of factors that have influenced target language use by Modern Language teachers in Scottish secondary schools. The methods involve:

1. a questionnaire sent to experienced Modern Languages teachers

2. interviews with 6 student teachers at the end of their PGDE year
3. audio-recordings of these student teachers teaching during their Induction Year as NQTs
4. interviews with these 6 student teachers at the end of their Induction Year as NQTs

The questionnaire serves to illustrate the dislocation that exists between what ITE advocates in respect of use of the target language and usual school practice, whereas the interviews, together with the audio-recordings examine the discord between what student teachers learn is appropriate pedagogy in ITE and the perceptions they pick up from experienced teachers about appropriate pedagogy.

My research may seem on the one hand to be context stripping, ie looking at Scottish teachers in general. The questionnaire issued to serving teachers in one phase of the research strips contextual information. On the other hand, in the more significant stage of my research, when the focus is on the NQTs, the research is context rich in that it looks specifically at particular teachers of Modern Languages in Scotland from one PGDE course and their notions of the use of the TL in their teaching in specific classrooms. There is, therefore, no possibility of controls or randomization, but the research does generate a lot of highly contextual and rich data on individuals, their schools and their classrooms. The numbers involved in the research are not large and the nature of the research highly contextual and so much of this research fits into a qualitative, interpretivist paradigm, rather than a quantitative one, in which I shall try to explore what is going on, taking account of the of cultural contexts and other influences, including my own background, and examine and try to make sense of what comes out of the data . There is, however, a lot of quantitative data produced through the audio-recordings with the NQTs, therefore, it is appropriate to state that the methodological approach is one of mixed methods, within a largely qualitative framework.

### **3.4 Insider/outsider – consideration of the etic/emic dilemma**

Guba and Lincoln (1994, p.198) argue that you cannot exclude meaning and purpose:

*“Human behavior, unlike that of physical objects, cannot be understood without reference to the meanings and purposes attached by human actors to their activities. Qualitative data, it is asserted, can provide rich insight into human behavior.”*

Meaning and purpose are to be found in the answers to the questionnaires and, as such, are also indicative of the use of a qualitative research paradigm, in what might appear to be a quantitative approach.

In looking at documentary evidence in existing literature on the use of the TL in Modern Language classrooms, and examining the reasons for the choice of questions in questionnaires and in interviews, it is important to look at the relationship of grand theories with local contexts. What is said in the literature on TL use in the classroom may hold little value for the teachers in the classroom. There exists a disjunction between the two, argue Guba and Lincoln. This is called *the etic/emic dilemma*:

*“The etic (outsider) theory brought to bear on an inquiry by an investigator (or the hypotheses proposed to be tested) may have little or no meaning within the emic (insider) view of studied*



*individuals, groups, societies, or cultures. Qualitative data, it is affirmed, are useful for uncovering emic views; theories, to be valid, should be qualitatively grounded (Glaser & Strauss, 1967; Strauss & Corbin, 1990)."* (ibid)

These outside factors may well be the influence teacher educators like myself have had on the teaching approaches of serving teachers, surveyed in the questionnaire, and on the newly qualified teachers interviewed. The research theory I use is etic, as I am, too, when viewed as a conveyor of external influences to the teachers. However, I am in a privileged half-way house 'insider-outsider' position, due to my personal and professional relationship to the participants and to the research itself. Other influences will have come from individuals in placement schools and indeed any experience gained in any number of schools upon entering post. This insider-outsider phenomenon may be viewed as part of a multi-faceted perspective, as one considers the various ways and times in which the participants and I can be considered insiders, outsiders, or both. As Hellowell argues:

*"...you can simultaneously be to some extent an insider, and to some extent an outsider, if you're involved in qualitative research of this kind. We are, in effect, not talking about one continuum but about a multiple series of parallel ones. There may be some elements of insiderness on some dimensions of your research and some elements of outsidersness on other dimensions"* (Hellowell 2006, p.490)

This raises also an ethical question in that as students the participants' responses in the PGDE interviews may have been conditioned by the power relationship of being my students and being assessed by me. This may have influenced them to answer in a certain way out of fear, respect, or simply wanting to tell me what they thought I wanted to hear. As NQTs, they may have developed a different view of this power dynamic, but may well still have answered in the ways indicated above and for the same reasons.

This difficulty in being able to apply general data to individual cases is sometimes described as the nomothetic/idiographic disjunction and, according to Guba and Lincoln (1994), while generalizations may perhaps be statistically meaningful, they have no applicability in the individual case. It is important to remember this in talking to teachers of Modern Languages, who may be familiar with the theories in language research, but may not see them as applicable to their individual situation.

The main sources of my data upon which my findings are predicated are:

1. questionnaire responses from serving Modern Languages teachers in Scottish schools;
2. interviews with students at the end of their PGDE year
3. recordings of lessons taught by the NQTs
4. interview responses and related data from newly qualified teachers.

It is important to consider how reliable these sources are and, therefore, how much store to set by any findings and conclusions drawn. According to the theory that knowledge is justified true belief, in order to

know that a given proposition is true, one must not only believe the relevant true proposition, but one must also have a good reason for doing so. One implication of this would be that no one would gain knowledge just by believing something that happened to be true. For example, an ill person with no medical training, but a generally optimistic attitude, might believe that he/she will recover from his/her illness quickly. Nevertheless, even if this belief turned out to be true, the patient would not have known that he/she would get well since his/her belief lacked justification. In the same way, any findings and conclusions in this thesis should be examined in terms of possible influences upon them, be this lived experience of the participants or researcher, the contexts of the study and whether these findings and conclusions are looked at through an insider perspective, an outsider perspective, or both. This uncertainty surrounding the credence to attach to what research uncovers is examined in more detail in the next section, which looks at this study from both an ontological and an epistemological perspective.

### **3.5 Epistemology and ontology**

As far as conducting educational research is concerned, an understanding of epistemology<sup>15</sup> is a pre-requisite for doing any research that is to be regarded as reliable and valid. As implied above, an understanding of the theories surrounding knowledge is important in terms of deciding how to interpret what is real and how much weight and credence to give to opinions and to other data. Some data, for example, from interviews, may not be valid, as the answers or beliefs may be based, erroneously, on a previous belief, which in turn is based upon another erroneous belief, for example, how valuable and truthful are teachers' views or opinions about their behaviour in the classroom? As Hitchcock (1995, pp. 19-20) states:

*“Clearly, epistemological assumptions will have a major impact upon the kinds of data-gathering choices made (methods) and the general view of the research process (methodology) and how theories and theoretical structures may be applied.”*

Guba and Lincoln (1994, p. 202) encourage us to look at research paradigms based on ontological<sup>16</sup> and epistemological assumptions, where a paradigm is viewed as a set of basic beliefs that deals with ultimates or first principles:

*“...if a "real" world is assumed, then what can be known about it is "how things really are" and "how things really work." Then only those questions that relate to matters of "real" existence and "real" action are admissible; other questions, such as those concerning matters of aesthetic or moral significance, fall outside the realm of legitimate scientific inquiry.”*

This relates clearly to knowledge and what can be known:

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<sup>15</sup> Epistemology – The nature of the relationship between the knower or would-be knower and what can be known (Guba and Lincoln, 1994)

<sup>16</sup> Ontology - The form and nature of reality and, therefore, what is there that can be known about it.

*"The epistemological question. What is the nature of the relationship between the knower or would be knower and what can be known? The answer that can be given to this question is constrained by the answer already given to the ontological question; that is, not just any relationship can now be postulated. So if, for example, a "real" reality is assumed, then the posture of the knower must be one of objective detachment or value freedom in order to be able to discover "how things really are" and "how things really work." (Conversely, assumption of an objectivist posture implies the existence of a "real" world to be objective about.)" (ibid).*

In considering the analysis of each data source in this research it is important to realise from an epistemological standpoint that there are no pure facts, that these are laden with theory. As Guba and Lincoln (1994, p. 199) propose:

*"Conventional approaches to research involving the verification or falsification of hypotheses assume the independence of theoretical and observational languages. If an inquiry is to be objective, hypotheses must be stated in ways that are independent of the way in which the facts needed to test them are collected."*

They maintain, however, that:

*"it now seems established beyond objection that theories and facts are quite interdependent that is, that facts are facts only within some theoretical framework."* (ibid)

This has led to the idea of a 'theory window' which determines how facts should be viewed. One set of facts may support different theories, but it is impossible to arrive at one single ineluctable theory.

*"Indeed, it is this difficulty that led philosophers such as Popper (1968) to reject the notion of theory verification in favor of the notion of theory falsification."* (ibid).

There is also the interactive nature of the inquirer-inquired into dyad to consider, ie:

*"the notion that findings are created through the interaction of inquirer and phenomenon (which, in the social sciences, is usually people) is often a more plausible description of the inquiry process than is the notion that findings are discovered through objective observation "as they really are, and as they really work." (Guba and Lincoln, 1994, p.200).*

Given an ontological position that what *is*, what *exists* for this research are perceptions and meanings, these are themselves fluid, context laden and changed in the very process of being collected. In the same way, in my analysis, I may these perceptions and meanings may change further as I place certain interpretations on them. However these perceptions and meanings are not idiosyncratic, since they fall into patterns, observed anecdotally at the start of the research, and confirmed by the questionnaires. As this research involves large scale data collection of perceptions of teachers of Modern Languages across Scotland, and also focuses on a small sample group of newly qualified teachers, it fits under the umbrella of qualitative research. The research questions and the methods of enquiry are not designed to provide universally generalisable theories, nor are

they to be seen as interventionist, ie seeking to test theory or bring about change (Jonsson and Lukka 2007). The research questions are not working from the ‘top down’ (Creswell and Plano Clark 2007) in a deductive way to test a hypothesis. This research approach and the approach to analysis is inductive in nature working “bottom-up, using the participants’ views to build broader themes and generate a theory interconnecting the themes” (ibid). The reason for carrying out this research is to try to understand the perceptions of NQTs vis-à-vis target language teaching as they enter teaching and to see how these develop. These NQTs are not atypical in terms of ML NQTs, or indeed, NQTs of any subject (See Sections 4.4, p. 87 & 6.1 for choice of participants, p119). It is my hope that the findings may prove to be persuasive and illuminative, in spite of their localized context, and that the research may be regarded as hypothesis producing as well as hypothesis answering.

*“No construction is or can be incontrovertibly right; advocates of any particular construction must rely on persuasiveness and utility rather than proof in arguing their position.” (Guba and Lincoln 1994, p.202).*

This chapter has sought to outline the rationale for the methodological decisions taken in this theory. The next chapter will examine in detail the approaches to data collection and analysis and the justification for decisions taken regarding methods.

### **3.6 Deductive and inductive approach to identification of themes**

As examination of the literature served to identify themes, or questions, to ask in the questionnaire and in the interviews, it can be argued that these themes were as a result of a deductive approach to analysis. As is outlined in Sections 4.7-4.9 below, an inductive approach was taken in the interviews and in the audio-recordings to examine which themes emerged. The two sets of themes and the appropriate form of analysis are set out in summary form in Table 2 below:

**Table 2: Summary of themes and approaches to analysis**

<b>Top down</b>	<b>Deductive</b>	<b>Inductive</b>	<b>Bottom up</b>
	Themes arising from literature	Themes arising from data	
	Difficult to Explain in L2	Difficult to Explain in L2	
	Difficult to teach grammar in L2	Difficult to teach grammar in L2	
	Difficult to manage discipline in L2	Difficult to manage discipline in L2	
	Difficult to chat socially in L2	Difficult to chat socially in L2	
		Pressure of time	
		Interest in CLPL related to TL teaching	

## **Chapter 4      Methods**

### ***4.1 Introduction***

Whereas the last chapter focused on methodological issues related to this research, this chapter outlines the research methods and the methods of analysis. The research methods are outlined in the next section (Section 4.2), together with the sequence of data collection. Next are important considerations related to the collection of the data. The first consideration is the context of this study (Section 4.3), which inevitably has an influence on the choice of the type of participants (Section 4.4). The institutions in which these participants work (Section 4.5) is another consideration. Following this section, each data set is discussed (Sections 4.6 – 4.9), the process of analysis outlined and any issues arising from the approach taken, including how coding the data helped to delineate emerging themes (Dey, 1993) and their relevance to the research questions. Issues of reliability and validity (Section 4.10) are also considered in this chapter, as are ethical concerns (Section 4.11).

### ***4.2 Research methods***

The research methods used in this research are summarized below, as is a rationale for the sequence of data collection. Sections 4.6 – 4.9 consider the rationale for each method and how each method relates to the research questions. Each method is followed by a section detailing the approach to analysis of the data taken by the method employed.

The methods for gathering data:

1. a questionnaire (Appendix 2, p. 311) sent to Modern Languages teachers examining their use of the target language
2. interviews with six student teachers at the end of their PGDE year asking them to reflect on their use of the target language and on any advantages and disadvantages they perceive in using the target language
3. audio-recordings of these six student teachers teaching during their Induction Year as NQTs examining their use of the target language in class
4. interviews with these six student teachers as NQTs at the end of their Induction Year asking them to reflect on any pedagogical changes made in their teaching since their PGDE year and the reasons why.

## 4.2.1 Sequence of data collection

The sequence of data collection is as listed above, firstly the questionnaire; secondly the interviews with the students at the end of their PGDE year; thirdly audio-recordings of the NQTs' lessons and finally the interviews with the NQTs and the end of their Induction Year. As the literature review indicates, experienced colleagues, with whom new or novice teachers work in communities of practice (Lave and Wenger 1991), have an influence of the practice of these new teachers, who may slowly find themselves part of an enculturation process (Korthagen 2010). As such, I felt it necessary to firstly examine the practices and views of serving ML teachers regarding L1/L2 use in the classroom, which led me to issuing the questionnaire to ML teachers in post, fuller details of this and the other methods in section 4.6 – 4.9 below.

The next logical task for me was to examine the use the PGDE students made of L1 and L2 and their reasons for so doing. Although the PGDE students had spent three weeks totaling 18 weeks on placement, their views, and those each year of PGDE ML cohorts, were noticeably different on the matter of L1/L2 use from their supervising teachers on placement and often aligned more with their university tutors. In order to ascertain how different these practices were, possible reasons for these differences and to see how close my general perceptions in this regard related to the actual practices and views of the PGDE students, I chose to gather data via the semi-structured interviews.

These first two methods were related to Research questions 1(a) and 1(b) examining how student teachers of modern languages use the target language and their reasons for doing so. To try to answer Research Question 2(a) examining in what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language, I collected data via the audio-recordings the PGDE students, now NQTs, made of their teaching at three points during their Induction Year<sup>17</sup>.

Finally, to find out the reasons for any changes made, the focus of Research Question 2(b), I interviewed the NQTs at the end of their Induction Year (which was also after the completion of the three audio-recordings) and this was again through semi-structured interviews.

**Table 3: Sequence of data collection**

First data set	Second data set	Third data set	Fourth data set
Questionnaire to experienced teachers	Semi-structured interviews with PGDE ML students at end of PGDE year	Audio-Recordings of NQTS during Induction Year	Semi-structured interviews with NQTS at end of Induction Year

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<sup>17</sup> The Induction Year follows immediately on from students' ITE.

The stages of development from PGDE student during their ITE year, to NQT in their Induction year, through to fully qualified at the end of their Induction Year is a typical trajectory of a student moving from teacher education to novice teacher on her/his way to becoming an experienced teacher.

### ***4.3 Context***

The context in which this study takes place is initial teacher education for students of Modern Foreign Languages and the timeframe should be taken to span the PGDE year that the students undertake and their first year of teaching as newly qualified teachers (NQTs).

Another important context for the first data set, the questionnaire, is secondary schools in Scotland to which an invitation to reply online to the questionnaire was sent to every modern foreign language teacher in Scotland.

### ***4.4 Choice of participants***

The choice for the questionnaire was relatively straightforward in that I wanted to collect data from as many serving teachers as possible, so I emailed every secondary school head teacher in Scotland and asked their permission to survey the views of teachers in their modern languages departments. A number of Head Teachers emailed me back to give their permission and others simply passed on my invitation. No school declined, but I do not know if some Head Teachers neglected to pass on my request to their modern language departments, for like many research surveys, the return rate was quite low.

The choice of student participants for the interviews and audio-recordings was relatively simple. I discussed my research plans with my then PGDE Modern Languages class and asked for volunteers, both for a pilot and for the main data gathering and was fortunate to obtain enough volunteers for both purposes.

### ***4.5 Choice of institutions***

The issue of choice for the questionnaire was straightforward as I sent the invitation to complete the questionnaire to every secondary school in Scotland, both state and independent. The choice of institution for the audio-recordings and the final interviews was also not a problem, as I used the school in which the students were placed as NQTs for their first year of teaching. I obtained permission from the schools for the audio-recording and the final interviews to take place.



## 4.6 Questionnaire

The choice of questions in the questionnaire (Appendix 2, p.311) were influenced by areas which emerged from previous studies into ML teaching (Franklin, 1990; Neil, 1997; Meiring and Norman 2002; Crichton 2010). Franklin's (1990) study of Scottish secondary school French teachers, Neil's (1997) study of Northern Irish German teachers and Meiring and Norman's (2002) study of modern languages teachers in England revealed that many teachers used L1 for explanations as opposed to L2, which led me to include questions relating to how teachers deal with explanations in class. Franklin also highlights the difficulty with which teachers in her study found using L2 to manage behaviour in class and consequently this is reflected in questions. On the issue of teaching grammatical points, a number of studies refer to this (Cook 2001; Butzkamm 2003) and whether it is an advantage to use L1, L2 or a combination of both, hence the inclusion of questions related to grammar teaching. Teachers may feel under pressure of time (Erault 1995) and this may influence their choice of whether to use L1 or L2, thus the issue of time is included in the questionnaire. As regards social talk in class, Crichton's study (2010) examines the use of L2 in this regard and consequently questions related to this area are included in the questionnaire.

Analysis of the questionnaire returns gives an indicator of current practice in Scottish schools. I considered this as important to have a backdrop of current practice against which I could examine the practices and views of the PGDE students. This was important in terms of the first research question "*In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms? What reasons do student teachers of modern languages give for using (or not using) the target language in class?*". A sample of the responses in the questionnaire and the full data on reasons given for how much target language these teachers use and why is contained in Appendix 3, p. 316. These findings are presented in Chapter 5 and discussed in Chapter 9. I chose to collect this data via online questionnaire for three reasons. Firstly, for the sake of expediency, it allowed me to collect a wide variety of teachers' responses from across Scotland in a relatively short space of time. Having a range of responses across the teaching sector is important, if any kind of generalisations from the results are to be made. Secondly, knowing that teachers are very busy and are called on often to complete paper work and knowing generally how difficult it is to achieve a high return from any survey, I wanted to make the process as easy and straightforward as possible. An online questionnaire is something that does not require the participants to download anything (being careful to remember where it has been saved), complete, format and return. It is more efficient than a paper based questionnaire, as it avoids the possibility of losing paper copies, does not require time and effort in terms of posting and is more environmentally friendly, as no paper is being used. An online questionnaire also has the advantage of allowing the participant to easily change or correct mistakes made in completing the form. Lastly, using an online questionnaire meant that I did not have to collate all the responses, a time and labour intensive exercise, with the potential for transcription errors. The service I used was the 'Form' feature in Google Docs,

which allows the user to construct online questionnaires based on the front end of an online spreadsheet, which is totally secure and password protected. The questionnaires are totally customisable and allow the user to include text questions, multiple choice, likert scales and more. A useful feature of this service is the ‘Show summary of responses’ button which generates instantly charts and graphs of the numerical data entered. These useful features contributed to my decision to use this service, as it cut down on a lot of manual tasks. The disadvantages of using an online question are that some teachers may not be happy using the technology and may not complete it, preferring a paper-based questionnaire; some teachers may not be proficient in using technology and consequently decide not to complete the questionnaire. It was not possible, however, to determine if these factors had an effect on the questionnaire returns.

Although an interview may have the scope to be more flexible and adaptable, it can be time-consuming “and could have the effect of reducing the number of persons willing to participate, which may in turn lead to biases in the sample you achieve.” (Robson 2002, p. 272).

Before issuing the questionnaire (Appendix 2, p. 311), I asked colleagues in a central Scotland school to complete my first draft (six ML teachers, ranging from 24 -60, novice to very experienced), which allowed me to adjust minor presentation issues in the questionnaire, but did not affect the content.

Once completed, I read all the responses in a variety of ways, First of all I did a skim and scan to get a general impression of the responses and to see if I could identify any particular themes or issues, noted below. I then imported the questionnaire into an Excel file and read thoroughly many times each response to make myself thoroughly familiar with the data. As I did this, I made a point of reading across the responses to each separate question, that is I read the answers to each question respondent by respondent to try to identify any patterns in individual question responses. I also saved each respondent’s answers as individual spreadsheet files and looked at each individual’s responses on its own. My main aim was to identify any themes emerging, both across the questionnaires and within individual questionnaire returns. I had expected a number of themes based on my questions, namely:

- Difficulty in explaining in the TL
- Difficulty with classroom management in the TL
- Difficulty in teaching grammar in the TL
- Difficulty in building relationships in the TL

I expected these themes, as they arise in the literature; however, I was keeping an open mind, prepared that none of these themes may arise. If these themes did arise however, I was keen to see if any other themes emerged or overlapped, or if any needed to be discarded. As such I took an inductive approach (see Chapter 3) to the analysis of the questionnaire data (Dey 1993), remaining flexible in terms of extending, modifying and discarding categories. I collected the answers to each question in a separate

Word document (Appendix 13, p. 343), which allowed me to look at the frequency of answers and thereby identify themes and issues which were more or less popular. The themes that arose were as listed above, but the issue of 'Pressure of time' also emerged. These themes and other issues are all explored in detail in Chapter five.

## 4.7 PGDE interviews

In order to answer the first research question *"In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms? What reasons do student teachers of modern languages give for using (or not using) the target language in class?"*, I decided to interview a sample of six PGDE Secondary Modern Languages students at the end of their PGDE year. I chose interviews as a method of collecting the data, as this enabled me to go into more depth in terms of answers given and to remain flexible in terms of unexpected outcomes. As the focus of the PGDE interviews was similar to those of the questionnaire, this method of data collection allowed me to follow up on the themes identified in the questionnaire in more detail. This seemed to be an appropriate size, as it represented one third of the PGDE Modern Language class at that time. As indicated above in **Choice of Participants** these students were volunteers and represented a cross section of languages from the PGDE Modern Languages class, as well as a cross section of languages taught in Scottish secondary schools, namely, French, German, Italian and Spanish. As a researcher I was keen to have participants with the appropriate knowledge and experience and this group falls under the definition of purposive sampling. According to Oliver (2006, pp. 245-246) this type of sampling is a:

*"...form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research."*

Having a variety of languages was a benefit, as it allowed me to examine whether or not a particular language presented any special issues or not. The sample included native speakers and non-native speakers, single and double linguists (see Table 6, p. 119), as I was keen to find out if these factors produced significantly different results.

I decided on semi-structured interviews as this type of interview best suited the purpose for collecting this data. As May (2001, p. 123) states:

*"these types of interviews are said to allow people to answer more in their own terms than the standardized interview permits, but still provides a greater structure of comparability over that of the focused interviews"*

More focused, fully structured interviews would not have allowed the flexibility to explore the students' responses in more detail if necessary, these types of interviews often being considered "effectively a questionnaire where the interviewer fills in the responses" (Robson 2002, p. 272). At the other end of the

spectrum unstructured, completely informal interviews were not suitable, as the themes (see Section 4.6 above) needed to be explored in order to answer the first research question.

The questions were designed to examine how these PGDE students used the target language and their reasons or justifications for the way in which they used the target language. The basis of the questions in the semi-structured interviews came from the same studies as for the questionnaire (see Section 4.6). The question prompts (Appendix 4, p. 321) were similar to the questions in the teacher questionnaire to enable a comparison to be made between serving teachers and the PGDE students.

One problem that can arise with interviews is that they are “prone to subjectivity and bias on the part of the interviewer” (Cohen, Manion and Morrison 2000, p. 269). Inevitably, the responses to the interview questions by the PGDE students will have been affected by my knowledge of them, their knowledge of me and the expectations we both had of each other. I sought to minimise this risk by conducting pilot interviews and analysing my choice of questions, as well as how I framed these. Upon listening to these interviews and asking researcher colleagues to listen to these pilot interviews, I was satisfied that I was not being subjective, biased or leading the interviewees.

Each interview was audio-recorded using a digital audio-recorder, which allowed me to focus on asking the questions, rather than trying to take notes at the same time.

According to Atkinson and Heritage (1984), transcription of data obtained by audio-recording is an integral part of the research process. Silverman (2006) maintains that listening repeatedly to an audio-recording may help the transcriber to pick out patterns not immediately noticeable on the page, while Cook (1990, p. 12) states that “all transcription is in some sense interpretation”. To try to ensure that the transcriptions were as reliable as could be in terms of interpretation, I did these myself, rather than passing them to a professional transcriber. This was very time-consuming. However, I considered the benefits outweighed the disadvantages, firstly because it allowed me to become very familiar with the data, and secondly, as the interviews involved discussing specific pedagogy, it made sense that with my knowledge of the field, that I do the transcriptions. I also transcribed the interviews shortly after they took place, as this brought the interviews back to me while they were still reasonably fresh in my mind, so that I could consider anything further that I remembered which was significant. Another advantage of transcribing the interviews myself was that it avoided possible misinterpretations that may be caused by a third person making an error in transcription.

Next I read through the transcripts of each recording to become as familiar as I could with the data to identify themes, categories, etc. To help me to identify the themes, I pasted the relevant sections of each interview into a matrix (Appendix 15, p. 353). After having read each interview a number of times, I then imported my transcriptions into Nvivo, a qualitative data analysis software programme and used this

software to code this data. This was accomplished by looking at the themes I had identified through my intensive reading of the transcripts. The themes identified were:

- Frequency of use of target language
- Difficulty with comprehension
- Introducing grammar
- Social chat with classes
- With whom the target language is used
- Pressure of time
- Explaining, activities, classroom management
- Perceived advantages of target language in class
- Perceived disadvantages of target language in class
- Other comments from PGDE students

Using Nvivo, I codified sections of text in each interview according to the themes above and saved collections of similar text as nodes, which Nvivo allowed me to export as separate Word documents, as in the example in Appendix 13, p. 343. As Nvivo attaches a header to each quote in the exported Word document, there was no danger of losing track of individual interviewees, nor of losing the integrity of each interview. Having the text as separate Word documents, I was able to perform what I called a ‘quick analysis’ of each theme in a separate Word document for each theme, where I looked at different responses according to individual themes. For example for ‘analysis of grammar’, I divided the responses into ‘Example then rule’, ‘Done in English’ ‘CLT’ etc and then pasted the text responses into the appropriate box (Appendix 6, p. 325). In the next column, opposite the collected responses, I pasted the names of the students and in the final column I rank ordered each of these mini categories to see which was more popular or frequent. Although this may seem to be a technique normally associated with the analysis of quantitative data, according to Bazeley (2004, p. 2) “ if one uses numbers, interpretation is still involved. If one’s data are texts, counting may still be appropriate”. This is supported by Silverman (2006, p. 52) who states;

*“...simple counting techniques can offer a means to survey the whole corpus of data ordinarily lost in intensive qualitative research.”*

This groundwork having been done, I was then able to proceed to write the findings for this data set.

## **4.8 Audio-recordings**

The third set of data which I collected was one I was perhaps most looking forward to completing, that is of audio-recording the student teachers as NQTs during their first year of teaching. This was to try to

answer the first part of the second research question, namely *“In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language?”*

This first year of teaching I shall refer to as their Induction Year, as normally most new teachers go through some form of induction. I choose to use this term ‘induction’ over probation, as most teachers in Scotland are aware of the Scottish Government (SG) sponsored Teacher Induction Scheme, administered by the General Teaching Council for Scotland (GTCS ) and refer to their first year of teaching as induction. This having been said, two of the NQTs chose not to take part in the official induction scheme, opting to accept a permanent post in independent schools. However, the term ‘induction’ is recognisable as describing the first year’s experience of all six NQTs, so this is the term I shall use.

I chose to ask the NQTs to audio-record themselves, rather than do this myself in the class, as I did not want my presence in the classroom to affect the normal teaching practices of the NQTs. This was a danger, as having been their Modern Languages PGDE tutor the previous year, there was a risk than some, or all, of them would ‘put on a show’ and try to teach in a way they thought I would like to see, which may not necessarily be their normal practice. As Robson (1993) states this ‘social desirability response bias’ would have had the potential to skew this data. For this reason, I also chose not to video record the lessons. To further mitigate against any possibility of the NQTs putting on a show for me, I asked the NQTs to record every lesson on the day of each recording, but I did not tell them which class recording I would choose. The idea behind this would be that it would be difficult to put on a show for the whole day. The main purposes of the audio-recordings was to examine when the NQTs used the TL and when they used English, so that I could see if they made any changes in teaching pedagogy from their PGDE year, and the audio-recordings provided enough data for me to be able to do this.

Once I had collected the data as digital audio files, I listened to each of these a number of times to get a picture of what was happening in each class for each NQT. I then listened in detail to each recording and wrote a description of what was happening. I did not transcribe what was being said, as I wanted to describe what was happening in different sections of the lesson. For each discernible section I recorded the counter number of the digital recording, ie 00:00-00:04:39, and in the first column marked activity, I described what was taking place in the lesson. In column three I wrote whether the NQT had used L1 or L2 or a mixture of both. This was an approximation, as sometimes L2 was interspersed with L1 and vice-versa, but I indicated where this was markedly so. I had hoped to relate what the NQTs had done to their lesson plan, but no student produced a lesson plan, despite my requests. In column four I wrote my immediate comments and reflections.

**Table 4: Example of Recording Analysis Table****Maria, Recording 1:****Date: 17/01/2011****Class: S1 Language: German**

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00-00:04:39	<p>“OK, leise bitte!...”[Quiet please!]</p> <p>“Guck mal!”[Look!]</p> <p>Settles class in, reminds/asks what we need on desks.</p> <p>Asks pupils to look to front.</p> <p>Calls register.</p> <p>“This is too loud.”</p> <p>“Absolute quiet and straight away.”</p>	L2	Class very loud.

After completing the grid, as in the example above, I then wrote a commentary of the lesson with the last paragraph being a summary of what characterized the lesson, for example, with Maria’s first lesson:

*“The lesson is characterized by Maria finding it difficult to control the class and not managing to get through much work with the pupils. Maria reverts to English for explanations and for classroom management on most occasions and the TL is used very rarely in the lesson.”* (Extract from summary of Maria’s first audio-recording, Section 7.2)

To help to bring out the difference between the amount of time each NQT used L1 and L2, I counted the minutes for each lesson and displayed this as a pie-chart after the summary of the lesson. In order to compare the amount of L1 and L2 used across the three lessons for each NQT, I copied all pie-charts and laid these out in rows for each NQT. This can be seen at the end of Chapter seven. Laying the pie-charts out in this way made it easier to compare and contrast the differing amounts of L1 and L2 used across the NQTs.

Only one school refused to allow recording to take place. In place of recording, I interviewed this student, Christine, at three points throughout the year to ask her how she used L1 and L2 in class. Although this was not the same as having recordings, it was the best solution I could think of to try to get a picture of

what was happening in Christine's lessons. This student felt disadvantaged in that the management in the school actively interfered with her teaching methods and forbade her to use the TL.

## **4.9 Interviews with NQTs**

The purpose of this last set of data was to help me to answer the second research question *"In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language? What reasons do they give for any changes they make?"*. Again I found that semi-structured interviews to be most appropriate method to collect data. The reasons for my choice of semi-structured interviews were similar to my reasons for using semi-structured interviews for the PGDE interviews and it was also a format with which the NQTs were comfortable.

This time the questions (Appendix 8, p. 330) were focused on finding out whether the NQTs had changed pedagogy in respect of TL use in their first year and, if so, if they could explain their reasons for this. In preparation for the interviews, I sent each NQT three short audio clips from the recordings of their lessons. These audio clips dealt with a specific way in which they used L1 or L2 and was often related to statements made in their PGDE interviews (fuller details in Chapter 8 under each NQT interview). Although the audio clips were sent in advance to allow the NQT to listen to them in preparation for the interview, not all the NQTs had listened to these, either through choice or pressure of time. In any case, I played each clip in its entirety during the interviews. To eliminate any potential bias on my part, I discussed the phrasing of my questions with my supervisors and other experienced researchers. During the interviews, I was careful not to give any opinions or evaluations. I also ensured that I framed my questions so as not to influence responses.

Once more, as with the recordings of the PGDE interviews, I chose to transcribe the recordings myself, again because I felt it was integral to the process of analysis (Atkinson and Heritage 1984) and because I might be able to pick out patterns not immediately noticeable to a complete outsider (Silverman 2006). I did this as soon as I could after the interviews were finished, while they were still fresh in my mind. This again was very time-consuming, but the benefits made this the better choice, as once again it helped me to become more familiar with the data and avoided transcription errors, which a professional transcriber may have made in transcribing a mixture of L1 and various L2 languages.

As with the PGDE interviews, I read through the transcripts thoroughly and many times to familiarize myself as best I could with the data before I identified themes and categories. As before, I imported my transcriptions into Nvivo, which I used to help me identify different themes. These were:

- Discussion with colleagues on issue of target language
- Explanations, activities and classroom organisation



- Classroom management
- Teaching grammar
- Social chit chat
- Time pressure
- Code-switching
- Changes in teaching
- Aspirations for the future

Nvivo was very useful once more in helping me to manage this large amount of data and I codified sections of text according to the themes above, saved collections of similar text as nodes and exported these as separate Word documents. Using the same technique as with the PGDE interviews, I pasted the responses into tables and rank ordered the categories of response identified. This enabled me to then proceed to writing the detailed Findings chapter for this data set.

## **4.10 Reliability and validity**

In order to ensure the trustworthiness of any research, it is necessary to consider issues of reliability and validity. As Joppe (2000, p. 1) states:

*“Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are.”*

Reliability is usually taken to refer to the quality of a measurement and to what degree the measure is consistent (Kirk and Miller 1986; Joppe 2000); however, some researchers regard this as more applicable to quantitative or positivistic research (Lincoln and Guba 1985) and see the notion of “dependability” as more appropriate to qualitative research. Seale (1999, p. 266) views trustworthiness as being very important:

*“trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability”*

In this research, it was necessary to take into account the subjectivity of respondents and to view validity as a degree, rather than an absolute state.

*“Reliability is a necessary, but insufficient condition for validity in research; reliability is a necessary precondition of validity, and validity may be sufficient for reliability” (Cohen, Manion and Morrison 2000, p.133)*

What participants say must be looked at through a theory window, which determines how the data should be viewed. One set of facts can support different theories. I am conscious there are different ways examining how data has been represented - the theory window (and what type of glass) – or is it a lense or a prism, where different views are seen dependent on the angle of the light and where facts “can only be

viewed through a theoretical “window” and objectivity is undermined” (Lincoln and Guba 1994, p.107). The light and angles here are the different contextual and autobiographical influences relating to the participants.

Any information I collected and have subsequently presented will inevitably be influenced by my own assumptions and beliefs, despite my best efforts at objectivity. While it may not be possible to deny these subjectivities I bring to the research, it is important to recognize these and unmask them through giving explicit attention to reflexivity, trying to ensure I keep an open mind and that the analysis is not inappropriately influenced by my own agendas (see Section 3.1 and the etic/emic dilemma). I need to be explicit about any assumptions made and reflect upon how they may impact on the validity of research. I tried to ensure rigour, for example, by not telling participants which lessons I would be analysing, in the hope of capturing normal practice. To help ensure rigour, I:

- piloted the questionnaires and interviews
- developed my skills in interviewing and in analysis through discussions with other researchers
- sought advice from experienced colleagues on all aspects of this thesis
- planned questions so that they are neither prescriptive nor leading
- was aware of my body language, so as not to influence interviewees
- sought to make interviews as uniform as possible in approach.

The participants were not told which lessons I would be examining to minimise the possibility of putting on a show.

When looking at official policy documents, I was very aware of bias. Care must be taken in the interpretation of documents, particularly policy documents produced at local, national or intellectual level for, as Blechhofer and Paterson (2000, p. 122) point out, “...policy is made by the pluralist bargaining of interest groups.”

The thickness<sup>18</sup> of the data lends itself to a number of kinds of validity. A number of types of validity are very apt. Interpretive validity<sup>19</sup> is appropriate in terms of the responses of the serving teachers to the questionnaire, but also in terms of the discussions and views expressed in the interviews by the student teachers, later to be NQTs, and how accurately I understand what they are trying to convey. Just how generalizable ‘findings’ will be depends on how valid they are viewed to be.

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<sup>18</sup> Thick description may be seen as interpretive rather than descriptive, “*linking the term to the position that all observation is theory-laden and that descriptions are social constructions rather than reflections of some external reality.*” (Maxwell, J, & Mittapalli, K 2008)

<sup>19</sup> Interpretivism - “It is...not possible...to conduct objective research from which your views and subjective opinions are completely separate.” (Jerry W. Willis, 2007)

Internal validity (Vogt 2005), an inductive estimate of the degree to which conclusions about causal relationships can be made (e.g. cause and effect), based on the measures used, the research setting, and the whole research design is important to consider. How valid are any assumptions made by me as researcher, or the NQTs, about any changes made in pedagogy?

Equally important is external validity (Vogt 2005), which concerns the extent to which the (internally valid) results of a study can be held to be true for other cases, for example to different people, places or times. In other words, it will relate to whether the findings of this research can be validly generalized and to what degree. In terms of this small scale study the findings may not be universally applicable, but it is my hope that my research and my findings are not atypical of similar research, that they are nonetheless persuasive and that they will contribute to knowledge in the field of target language research, but also in terms of teacher cognition.

The most appropriate form of validity for this research may be rhizomatic validity, which seems to me to recognise best the relevance of contextual factors and influences present in the methods I have chosen. Le Grange and Beets (2005, p. 117 ) describe rhizomes as “elongated underground stems with aerial roots, as well as leaves and flower stalks found at their growing tips.” They quote Lather (1994, p.45) who argues that to act rhizomatically,

*“is to act via relay, circuit, multiple-openings, as crabgrass in the lawn of academic preconceptions ... There is no trunk, no emergence from a single root, but rather arbitrary branchings off and temporary frontiers that can only be mapped, not blueprinted ... Rhizomatics are about the move from hierarchies to networks and the complexity of problematics where any concept, when pulled, is recognised as connected to a mass of tangled ideas, uprooted, as it were, from the epistemological field.”*

Le Grange and Beets (2005, p. 118) go on to state that:

*“teachers/assessors acknowledge they have an autobiography marked by the significations of gender, sexuality, ethnicity, class, and so on (Usher, 1996:38), that impact on the work they perform, in this instance drawing (temporary) inferences. Furthermore, teachers might view inferences as networks of seemingly unrelated ideas or performances. These networks are assemblages of un(planned) manifestations of learning, ideas that spring up at different places and (un)expected times. Inferences become a ‘rhizomatic journey among intersections, nodes and regionalizations through a multicentred complexity’ (Lather 1994, p.46).”*

In terms of what Le Grange and Beets say for my research, these rhizomes are the tangled mass of ideas, schooling, teacher education, influences from placements, colleagues, fellow students, media and perhaps other sources which contribute to what students do, what they believe, how they teach and how they report they teach.

### **4.11 Ethical Issues**

Research ethical codes of practice are usually based on a philosophy of respect for persons (Evans & Jakupc 1996) with much social research undertaken within a 'rights-based' or 'principle-based' framework (Wiles et al. 2006).

Throughout this study, the need to treat the participants with respect was a key consideration. To this end all participants were informed of the aims of the research and assured of anonymity and of confidentiality of their responses. On the online questionnaires, this was stated at the top of the questionnaire. Before the interviews with the PGDE students, the research was discussed fully with each participant and written consent obtained for their participation in the initial PGDE interviews, the audio-recordings and for their participation in the final interviews. The participants were made aware of their right to withdraw at any time and without prejudice.

In addition, similar assurances were given to the schools, which allowed audio-recordings to take place. With five of the schools, the Head Teacher gave permission for the audio-recordings to take place. In one school, the Head Teacher asked for a letter to be sent to the parents of the pupils in the classes where potential audio-recordings were to take place. A letter detailing the research aims, together with a written consent form guaranteeing anonymity and confidentiality and the right to withdraw without prejudice was sent to each parent or guardian. As several parents refused to give permission, no audio-recordings were carried out in this school.

All research was carried out in accordance with the ethical guidance of the British Educational Research Association (BERA 2011).

As the educational community in Scotland is relatively small, compared with larger countries, such as England, it may not be too difficult to recognise schools from descriptions contained in the data from the interviews, the audio-recordings or elsewhere in this thesis. In order to preserve anonymity of schools and of participants, only a portion of a PGDE student interview transcript and only a portion of a NQT final interview transcript are provided in the appendices. Pupils mentioned by names in the audio-recordings have been anonymised.

To further protect the six PGDE students/NQTs, each participant was given a pseudonym, although their nationality and gender were kept, as this may be relevant to analysis of the data.

Although the schools were only described by type (ie secondary comprehensive), general location (ie central Scotland) and socio-economic details (ie Comprehensive serving an area of mixed housing in central Scotland.), which should preserve anonymity, a further measure was taken to protect anonymity of participants and schools by not linking the NQTs to the actual school they taught in Table 24, p. 225.

This chapter has sought to outline several important considerations when collecting data, including choice of participants and institutions, coding and analysis of data, reliability and validity, as well as ethical issues. The next four chapters will present the findings of the data sets.

## **Chapter 5 - Analysis of questionnaires**

### **5.1 - Introduction**

The previous chapter examined the methods used to collect the data for this study and decisions taken regarding analysis thereof. Questions of reliability and validity were examined, as were ethical issues. These next four chapters comprise the data collected from questionnaires, interviews and audio-recordings and the analysis thereof. The questionnaire (Appendix 2, p. 311) was issued to Modern Languages teachers in Scottish secondary schools and the responses will be analysed in Chapter 5 to gauge these teachers' use of the target language in class and their reasons for their practices. The second set of data consists of semi-structured interviews carried out with a sample of Professional Graduate Diploma in Education (Secondary) students (PGDE Secondary) at the end of their PGDE year examining their use and views of the target language in class. This data will be analysed in Chapter 6. These PGDE students were asked to audio-record their teaching at three points during their first (induction) year of teaching as Newly Qualified Teachers (NQTs) to examine the amount of actual use they made of the target language in class and the manner in which they used it, and these recordings will be analysed in Chapter 7. The final data set will consist of interviews with the NQTs at the end of their first year of teaching to discuss in what way(s) these NQTs have changed teaching pedagogy in their initial stages of teaching in relation to the use of the target language and their reasons for any changes they make. These final interviews will be analysed in Chapter 8. The analysis of these four data sets provide the basis of the discussion section which follows in Chapter 9.

### **5.2 Analysis of questionnaires sent to serving teachers**

As has been stated in the introduction to this thesis and in the review of the literature, despite the fact that ITE courses in Modern Language teaching in Scotland set great store by the use of the target language as an important contributing factor to effective learning and teaching, as stated in Chapter one it is difficult to find evidence of the use of the target language in many Modern Languages classrooms (Gatbonton and Segalowicz, 2005; Franklin 1990; Neil 1997; Meiring and Norman 2002).

As indicated in Chapter one, it is widely believed that newly qualified teachers of modern languages start their teaching career making extensive use of the target language, as recommended in their ITE year, but are influenced by senior colleagues in schools and abandon this (Almarza 1996, Borg 2003), as reported by a number of the NQTs in interview.

The first step, therefore, was to explore the accuracy of these perceptions regarding experienced teachers by examining the different ways serving Modern Languages teachers in Scottish schools use the target language. This relates to efforts to reply to the first part of Research Question 1, ie *"In what different ways*

*do student teachers of modern languages use the target language in Scottish secondary school classrooms?*”, for if the practice of modern languages NQTs is influenced by experienced teachers it follows that it is necessary to examine the practice of experienced teachers. To this end a questionnaire was issued to every Modern Languages teacher in Scotland asking them to report how they use the target language and their reasons. A copy of the questionnaire is contained in Appendix 2, p.311.

The questionnaire was sent via email to the head teacher of every secondary school in Scotland (376) with the request to forward this to the Modern Languages teachers. 112 replies were received, from 63 schools (16.75%). Although, this cannot be considered statistically relevant, as “*for a survey most commentators consider a minimum of 60 per cent as acceptable*” (Robson 2011, p. 260), the 112 responses did produce a lot of interesting data.

An inductive approach to analysis of the questionnaire data was taken, rather than using a priori categories, where the meaning and intention in the data collected were analysed. A fine-grained analysis of the data was undertaken by reading it through completely, before seeking to analyse it, as advocated by Dey (1993), in order to become thoroughly familiar with the data, sensitive to the context of the data, flexible in terms of extending, modifying and discarding categories and to allow me to consider connections and avoids needless overlaps (See Chapter 4 – Methods). Although the questionnaire contained mainly quantitative questions, the teachers were asked to comment after certain questions, making the questionnaire partly qualitative in nature. The next section analyses the questions in the order they came in the questionnaire.

### **5.2.1 Teachers’ age and experience of teaching**

This question was to see if there was any correlation between teachers’ age and/or length of teaching experience and the way in which they use the target language and their reasons for so doing.

Of the 112 teachers who responded, 77% were female and 23% male and the age ranges were 18% between 22-30; 29% between 31-40; 30% between 41-50; 21% between 51-60 and 3% between 61-70. Although using slightly different age bandings, the overall figures for Scotland are similar to this sample in terms of age and gender (Scottish Government, 2014).

As far as the teachers’ language teaching experience is concerned, 26% of respondents have up to 5 years of teaching experience and 17% have 6-10 years of experience, with 57% teaching for already over 10 years. The sample covers teachers ranging from newly qualified to highly experienced. As the largest group had over 10 years teaching experience, it may be reasonable to assume that the sample consists for the largest part of people who chose language teaching as a profession.

Question 1: How many years have you been teaching Modern Foreign Languages?

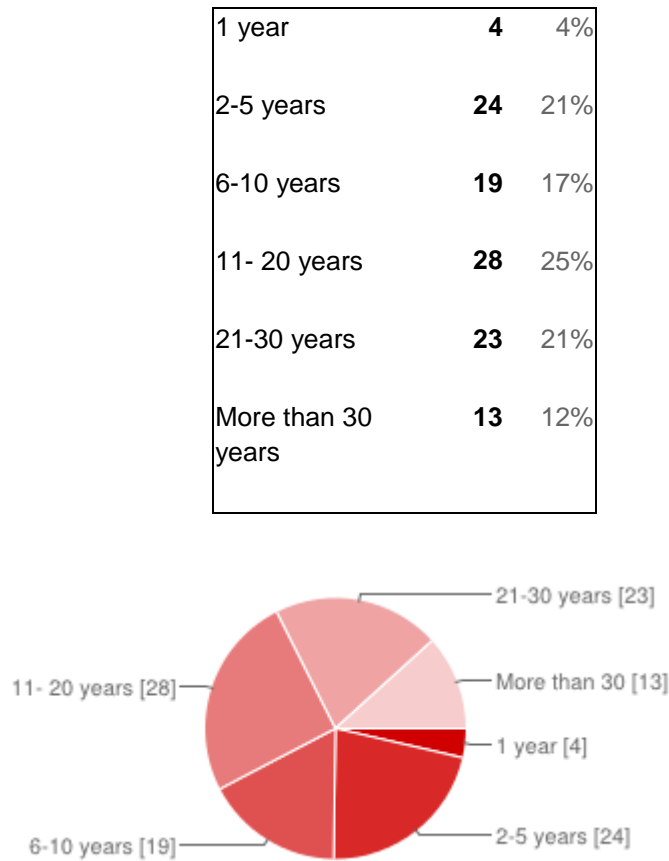


Figure 5: Teachers' experience of teaching MFL in years

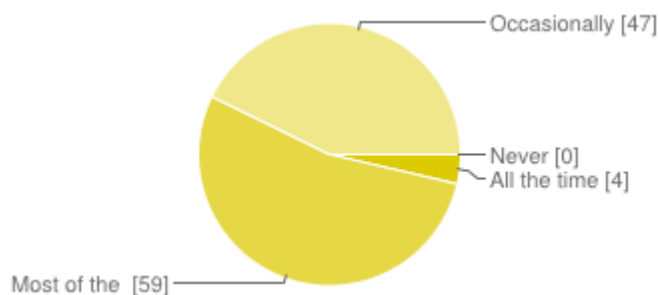
### 5.2.2 Teachers' use of the target language in their teaching

When asked how often they use the target language in their teaching, 4% said all the time, 54% said most of the time and 47% said occasionally.



Question 2: How often do you use the target language in your teaching?

All the time	<b>4</b>	4%
Most of the time	<b>59</b>	53%
Occasionally	<b>47</b>	42%
Never	<b>0</b>	0%



**Figure 6: Teachers' frequency of use of target language in their teaching**

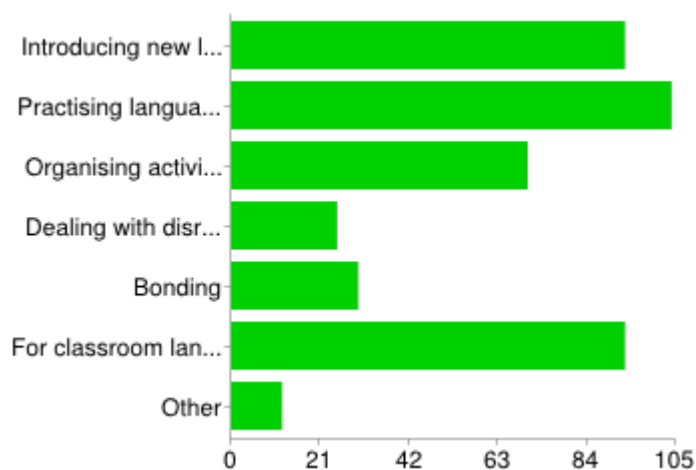
The various uses of the target language by the teachers as asked in question 3 were *Introducing new language* – 84%, *Practising language structures and vocabulary* – 94%, *Organising activities* – 63%, *Dealing with disruption* – 23%, *Bonding* – 27%, *For classroom language* – 84% and *Other* – 11% (introducing and discussing items on the national and local news, games, TPR<sup>20</sup>, praise, telling short stories, giving general information, with FLA<sup>21</sup>, welcoming kids to class, general questions, encouragement).

<sup>20</sup> TPR – Total Physical Response: language teaching method based on coordination between language and physical movement (Asher, 1969)

<sup>21</sup> FLA – Foreign Language Assistant: native speaker employed part-time in some ML classrooms

### Question 3: What do you use the target language for?

Introducing new language	<b>93</b>	83%
Practising language structures and vocabulary	<b>104</b>	93%
Organising activities	<b>70</b>	63%
Dealing with disruption	<b>25</b>	22%
Bonding	<b>30</b>	27%
For classroom language	<b>93</b>	83%
Other	<b>12</b>	11%



**Figure 7: Teachers' types of use of the target language in their teaching**

### 5.2.3 Pupils showing difficulty with comprehension

When given a choice of what they normally do when pupils show difficulty with comprehension in the target language, 73% of teachers responded they would paraphrase in the target language, 93% responded

they would use visual prompts and mime, 77% said they would ask another pupil to translate into English and 54% said they would explain what they mean in English.

Question 4: When pupils show difficulty with comprehension in the target language, do you:

paraphrase in the target language?	<b>81</b>	72%
use visual prompts, gesture and mime?	<b>103</b>	92%
ask another pupil to translate into English?	<b>85</b>	76%
explain what you mean in English?	<b>60</b>	54%
use cognates	<b>60</b>	54%
write English translation on slide, board, etc	<b>26</b>	23%
Other	<b>5</b>	4%

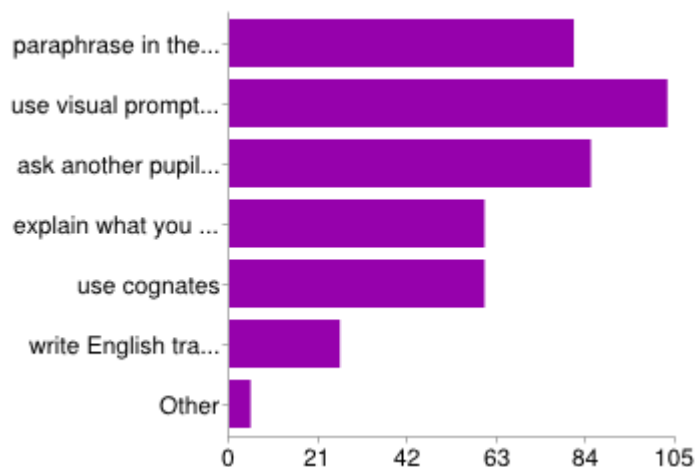


Figure 8: Strategies when pupils show difficulty with comprehension

When asked to illustrate their replies to the question above regarding pupils showing difficulty with comprehension, a number of teachers mentioned discipline as a factor for using English, as the following quotes show:

*“It is very difficult to discipline in the target language, and will certainly, in my experience, lead to further disruption.”*

*“I use English to avoid confusion, particularly with lower sets or they misbehave. Target language all the time is not realistic, particularly for discipline issues, when they need to be very clear about what is wrong.”*

Other teachers cite motivation as a reason for using English:

*“I find students to become very demotivated when I attempt to do a great deal in the target language. They do not cope well with challenge.”*

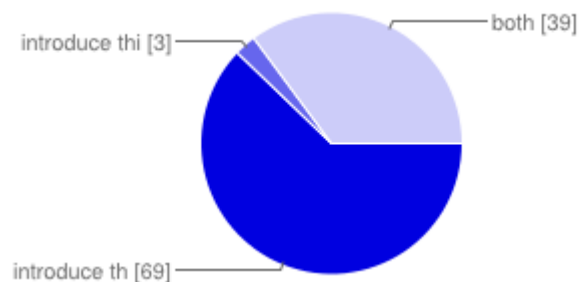
*“A lot of this depends on the make up of your class. if you have well motivated pupils then they are willing to guess answers and “have a go” in the target language. Disaffected pupils often use the use of the target language as a reason for not participating and causing conflict.”*

#### 5.2.4 Introducing grammar

On the subject of how they introduce grammar, 62% said they do this in English, 3 % said they do this in the target language and 35% said they use both English and the target language to do this.

Question 5: When introducing grammar, do you:

introduce this in English?	<b>69</b>	<b>62%</b>
introduce this in the target language?	<b>3</b>	<b>3%</b>
both	<b>39</b>	<b>35%</b>



**Figure 9: Ways of introducing grammar**

One reason for the high percentage of teachers using English and not the target language for introducing grammar can be seen in a response to question four:

*“Grammar often causes problems in the target language so I often revert to English for grammar work with all levels. (s1-higher).”*

When asked to choose between different ways of introducing grammar, teachers replied:

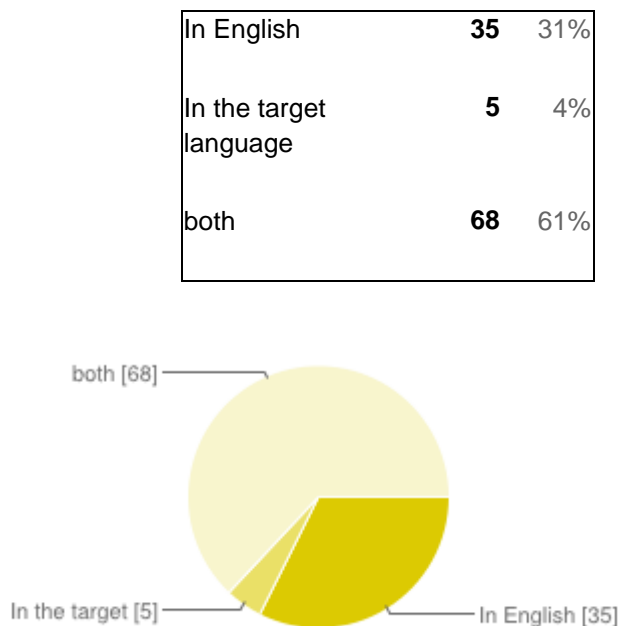
**Table 5: Ways teachers introduce a new grammatical point**

Method	Percentage
Explain the rule first and then give opportunities for pupils to use this in practice	23
Try to get pupils to deduce the meaning from examples through comprehensible input	12
Both	59
Use another strategy (might use a short text containing the point of grammar, or a piece of dialogue as a stimulus, and from that ... elicit the point /rule from pupils, before then writing it up as a grammar note and practising with examples.).	5

### 5.2.5 Social chat

Teachers were asked which language they used when chatting socially or having a joke with their pupils during a lesson, of which 32% said they do this in English, 5% said they do this in the target language and 63% said they do this in both languages.

Question 8: If you answered Yes to question 7, do you do this in English or in the target language?



**Figure 10: Language teachers' use for social chat**

When asked why they chose to use *English*, the following comments were illustrative of the majority of responses:

*"Pupils would find it too challenging if the target language were to be used."*

*"If I used nothing but the target language, in my opinion, it would be difficult to build up a good rapport with pupils. If I insisted that they tell me things or ask me things in the target language when speaking more socially, very few would do so. However, I do ask pupils about their weekend, weather etc. in the target language, especially if we are working on the past tense, for example."*

*"Sixty minute lessons can be a bit much for S1 / 2 pupils, not to mention the teacher! We often have a wee break about half-time. Their language bank will not necessary include all that we want to talk about. S6 social chat, however, is conducted in German."*

*"Because they would look at me blankly if I did it in the target language."*

*"Because it may take too long for the pupils to understand and time is precious."*

*"Again, it depends on the class or level. Although chatting socially can be done even at a basic level (Ca va?), jokes are much more difficult to share in the TL with younger classes."*

*"So that they will understand it. I only teach lower year groups who would really struggle to understand a joke in French without lots of explanations."*

*"They wouldn't understand a general conversation in target language as they are unable to transfer the skills they learn."*

*"Sometimes it is just quicker to use English as I don't want to spend a lot of time explaining it as I don't want to disrupt the lesson too much."*

*"Because the pupils would not understand repartee or banter in foreign languages!"*

The reasons for using English include thinking the pupils would not understand in L2, to save time, or to have a break from L2.

When asked why they chose to use the *target language*, the following comments were illustrative of the majority of responses:

*"So they don't feel that speaking Spanish is a chore."*

*"To maintain the natural target language communication with more able groups and individuals."*

*"To reinforce language that I know the pupils will understand."*

*"It can sometimes remove social barriers."*

*"Can introduce element of fun into using TL."*

*"To show pupils that humour is a transferable skill and can exist not only in their mother tongue but in any language they're learning S1 upwards."*

*"Makes language real for pupils."*

*"Because the pupils can generally cope with this in the target language and they actually enjoy working out what you have said and getting the joke."*

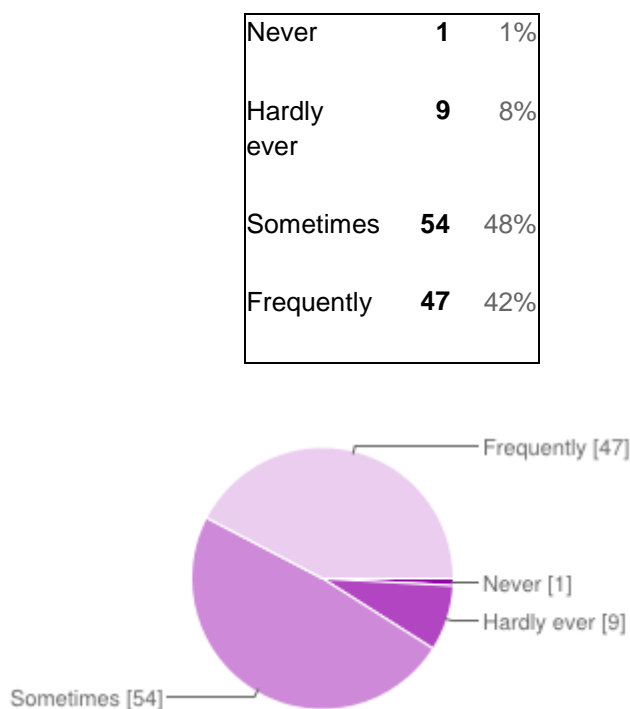
*"It creates more fun and allows pupils to get away from some teachers need to translate everything. Our pupils are quite skilled at working out context and a good teaching rapport really helps with this."*

The reasons for using L2 include to reinforce the FL, to make language real and for fun.

### 5.2.6 Pressure of time

When asked if they ever feel under pressure of time to get through class work, 49% replied that they frequently feel under pressure, 47% replied that they sometimes feel under pressure, with the remaining 5% feeling hardly ever or never under pressure. When asked if short of time, do they explain some things in English, 42% replied that they frequently explain some things in English, 49% that they sometimes explain in English. The remaining 9% replied that they hardly ever or never explain in English.

Question 12: If you are short of time, do you explain somethings in English?



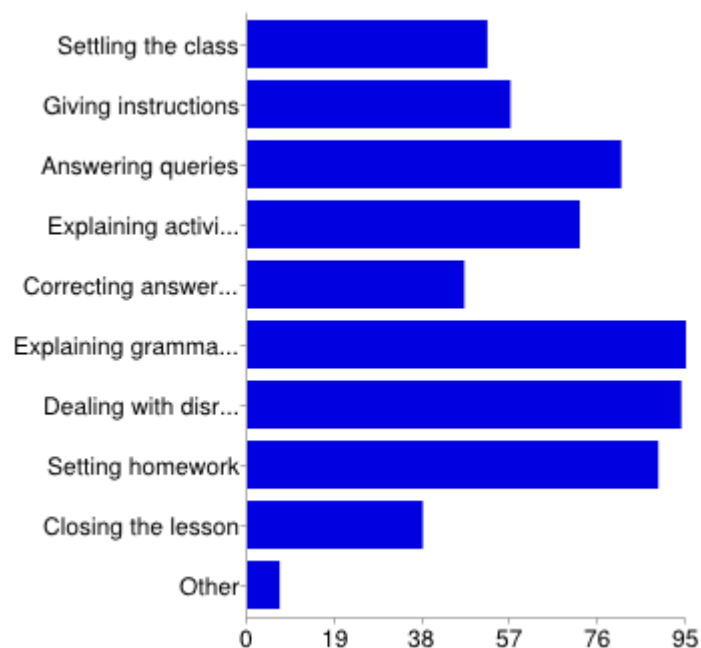
**Figure 11: Frequency that teachers explain some things in English**

Following on from the question concerned with pressure of time, teachers were asked to choose from a list the items for which they use English. This list was derived from an examination of the commonest items which feature regularly in lessons I visited on placement. The most popular item was *Explaining grammatical points* (87%), closely followed by *Dealing with disruption* (86%), *Setting homework* (82%), *Answering queries* (74%), *Explaining activities* (66%). Indeed all items, which largely covers most things that occur in a Modern Languages class, scored highly, most scoring above 42%.



Question 13: If you do explain things in English, please tick the items below for which you use English.

Settling the class	<b>52</b>	46%
Giving instructions	<b>57</b>	51%
Answering queries	<b>81</b>	72%
Explaining activities	<b>72</b>	64%
Correcting answers in class	<b>47</b>	42%
Explaining grammatical points	<b>95</b>	85%
Dealing with disruption	<b>94</b>	84%
Setting homework	<b>89</b>	79%
Closing the lesson	<b>38</b>	34%
Other	<b>7</b>	6%



**Figure 12: Items for which teachers use English in class when short of time**

### 5.2.7 Teachers' perceptions

From the percentages above it is clear that use of the target language varies among the teachers who responded to the questionnaire for a variety of reasons.

The figures from the questionnaire seem to indicate that teachers perceive several forms of difficulty that prevent them from using the target language, or using 100% target language. The reasons the teachers give fall into four categories. These categories can be summarised as follows:

1. It is difficult to explain instructions and manage activities in the target language.
2. It is difficult to keep good discipline/have good class management in the target language.
3. It is difficult to explain grammar in the target language.
4. It is difficult to build a relationship with the pupils in the target language.

These will be explored further below.

### 5.2.8 Difficulty in explaining

The reason most cited for not using the target language (74 times out of 111) is that it is difficult to give explanations in the target language and this is often linked to not having enough time to do everything (the time factor being mentioned 41 times), being under pressure to prepare for exams, for example.

The quote below is indicative of the views of a number of respondents :

*“I looked at the question of teaching in target language while at Moray House - was my professional project if I recall. I would say that ideally, without exam and assessment pressures, we would have more freedom in terms of time to teach at ease in the target language. Using English allows you to speed up the teaching process and provides you with greater coverage of topics therefore, especially for Sg/H/Ah<sup>22</sup> classes where amount of topics/time pressures are never far from your mind.”*

This quote indicates that this teacher would be happy to use more target language without the pressure of exams and assessment, and sees English as speeding up the learning process, particularly evident in the last phrase “, especially for Sg/H/Ah classes where amount of topics/time pressures are never far from your mind

The responses to the questionnaire indicate that teachers find it difficult to explain instructions and manage activities in the target language. The next five quotes seem to be focussed on the issues of difficulty and time:

*“Also, when explaining exercises, you can lose a lot of time trying to get pupils to understand instructions in the target language.”*

*“It is important to recognise that some students get frustrated if they can't understand something, and an endless game of charades is not necessarily the best use of class time.”*

*“On another point, I have always believed in teaching grammar in English and not in the target language, as the terms you would use to explain things are too tricky for pupils.”*

*“I find that explanation of some aspects grammar in the target language is far too time consuming and I frequently explain English grammar points first as the pupils are often unfamiliar with these.”*

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<sup>22</sup> SG/H/AH – Standard Grade/Higher/Advanced Higher: levels of classes and examinations in the Scottish secondary school system, the exams sat in 4<sup>th</sup>/5<sup>th</sup>/6<sup>th</sup> year respectively.

*“Through experience I have found that there it is very disturbing for pupils and especially lower ability pupils to be floundering alone, having misunderstood what is expected of them for homework.”*

The quotes above seem to link difficulty with time, the teachers appearing to indicate that the items to be taught are of a level of difficulty that explanation in L2 would take too much out of class time.

### **5.2.9 Difficulty with classroom management**

Coupled with a feeling that using the target language is too difficult for pupils, is the fear that many teachers have that using the target language makes classroom management more difficult. This was mentioned by 13 respondents, and the following are some representative quotations:

*“It leads to poor behaviour and poor understanding. It is also exhausting. I also teach another subject where I speak English all the time. I realise that learning French would be greatly helped if I spoke French more, but if students then don't understand they will stop working and start disrupting others learning.”*

*“Crowd control is a huge part of the job and the idea of trying to build relationships and keep a safe and working environment alive in a different language is unfortunately simply not realistic.”*

*“I do try to use as much target language as possible. Sometimes however, the stresses and strains of the job prevent the teacher from doing so. Not all pupils are willing learners or behave well. Many do, but there are a few who don't, particularly when the Dept. is still teaching Languages for All.”*

*“In general, I find that target language use has a place in the classroom and as I said above, I know that I need to do it more. However, I believe strongly that there are times when it is absolutely not appropriate, especially when dealing with discipline issues.”*

*“target language would be ideal HOWEVER in the real world there are too many demands on your time; indiscipline, time constraints, assesment, exam pressure, reluctance to learn foreign languages.”*

These teachers seem to be saying that they would like to be using more target language, but that they find it hard to keep discipline when doing so. It would be interesting to see if a situation could be created where the teacher does not need to worry about discipline (so much) and if this created an atmosphere where s/he would be happier using more target language. It may also be the case, however, that these teachers would also have discipline problems when using English, that the use of the target language is *not* the factor affecting discipline, but that the teacher(s) need help generally with classroom management strategies. It may be that these teachers would use the target language more in class if they were shown strategies for dealing with indiscipline in the target language.

### **5.2.10 Difficulty in teaching grammar**

The issue of the teaching of grammar is one that many respondents find difficult in the target language, with 62% of respondents stating that they introduce grammatical points in English. This may mean that these 62% of respondents find teaching grammar in the target language difficult, or that they think it is not

a good idea to teach grammar in the target language, or that they think the pupils will find the explanations in the target language difficult to understand. It may be a combination of all of these. Some respondents state that it depends on the age and level of the class and that their approach varies accordingly. One respondent states that the more advanced the learner, the more that can be introduced in the target language. However, another respondent uses the target language for introducing grammar with junior classes, but uses English with senior classes, such as Advanced Higher classes.

*“It depends on the level of the student. The more advanced, the more you can introduce in the language.”*

*“I find that explanation of some aspects grammar in the target language is far too time consuming and I frequently explain English grammar points first as the pupils are often unfamiliar with these.”*

*“Use of the target language is appropriate and sets a tone in the department. However, when explaining grammatical structures that pupils are unfamiliar with in their own language, never mind learning in a foreign language, it is necessary to explain points of ENGLISH grammar before you can go on to teach the grammar in the target language and this generally HAS to be done in English.”*

*“The lack of grammar knowledge in the native tongue frequently makes the appreciation of grammatical points very very difficult in the language being learned, indeed it is particularly so in the assimilation of German.....cases, endings etc remain a mystery!”*

The main reasons recurring in responses from teachers who undertook the questionnaire seem to be not having enough time to introduce grammar in the target language and the level of difficulty of the grammar being taught.

### **5.2.11 Difficulty in building relationships**

Relationships with pupils rated highly among respondents with 22 mentioning that they felt it easier to build relationships with pupils in English.

*“In the school in which I work, there is no chance of building a meaningful relationship with your pupils if you speak exclusively to them in the target language. This building of relationships is essential to good classroom management and to good quality of learning as well as motivation to learn the language in the first place.”*

*“If I used nothing but the target language, in my opinion, it would be difficult to build up a good rapport with pupils. If I insisted that they tell me things or ask me things in the target language when speaking more socially, very few would do so.”*

*“Because the children do not have enough knowledge of the T.L to understand a joke/comment in that language. It would be lost to them”*

*“They wouldn't understand a general conversation in target language as they are unable to transfer the skills they learn”*

Again, it seems that this area overlaps with the issue of the language being understandable. Does this mean that teachers are using language above the level that their pupils would understand? Would these teachers be happy to use more target language for social chat, jokes, etc if they were to study strategies on how to do this or if they were to observe other teachers doing this in the target language? It may be that in-service training, or CLPL activities, where teachers could practice such strategies may change teachers' views on this matter.

The reason or reasons for the difficulties perceived by teachers in using the target language seem many and various. Some of these reasons seem to overlap and/or create other perceived difficulties. It may be that there is one major reason that overlaps with others. Certainly, at first glance, it seems that many teachers identify level of difficulty of what they are trying to introduce, explain or get across as being the main problem.



## Chapter 6 Analysis of PGDE interviews

### 6.1 Interviews with PGDE students

In order to answer the first research question “1(a) In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms?1(b) What reasons do student teachers of modern languages give for using, or not using, the target language in class?”, 6 students were invited to participate in this research, representing one third of the Modern Languages cohort. These students were volunteers and members of a PGDE(Secondary) Modern Languages class and represented the following languages:

**Table 6: Student nationalities, languages taught and gender**

<b>Student</b>	<b>Gender</b>	<b>Language(s)</b>
Maria (Native German)	Female	German
Christine (Native French)	Female	French
Callum (British)	Male	German
Nadine (British)	Female	French & Spanish
Carla (British)	Female	French & Italian
Miranda (British)	Female	French & Spanish

The names of the students have been changed, but their nationalities and languages taught are detailed in Table 6 above.

Of the 6 students, only 1 (16.67%) is male, which is consistent with the percentage of males in PGDE (Secondary) Modern Languages classes in this University, where Modern Languages PGDE students are largely female. The normal language used for teaching in Scottish schools is English and the target languages (the languages they teach) are French, German, Italian and Spanish. The sample may be called a purposive sample, because the students have specialist knowledge of the research issue, and the capacity and willingness to participate in the research. (See Chapter 4 – Methods, Section 4.7)

As indicated in the sequence of data collection in section 4.2.1, the second data set to be collected was the interviews with the PGDE students. These interviews were conducted at the end of their PGDE year and were semi-structured in nature. The questions (Appendix 8, p.330) were designed to allow the students to talk about how they use the target language and how they use English and their reasons for



doing so. These questions are based upon the questions used in the questionnaire sent to serving teachers and were chosen to see if any comparisons can be drawn between the answers the teachers give and those of the students.

As with the questionnaire data, an inductive approach to analysis of the interview data was taken as advocated by Dey (1993), rather than using a priori categories, where the meaning and intention in the data collected were analysed. (Full details of the process are to be found in Chapter 4 - Methods). The order of analysis in sections 6.2 – 6.11 below relate to the order in which the questions were asked (Appendix 8, p.330).

## **6.2 Frequency of use of target language**

In answer to the first question regarding how often the students use the target language in their teaching, all students said that they used the TL in class, but how they used it and the emphasis differed. Maria reported that, as she is German, the TL comes quite easily to her to use it all the time:

*“...because I am German, it comes quite easily to me to use it all the time.”* (Maria)

The second native speaker, Christine, reported that she used the TL more with younger classes, for instructions and to give pupils language she would like them to remember:

*“Hum, if I give instructions, like “Levez la main!” or like “Asseyez-vous!” or “Allez, Allez!” (Hurry up!). things like that.”* (Christine)

Callum reported that he tried to use the TL as much as possible and would use the TL first of all for explaining the aims of the lesson to the class and would use English to make sure pupils were clear what was to be done:

*“Well obviously, I try to use the target language as much as possible. It’s always important to start off with the introduction to the topic in German, and try and go over the aims in German, in the target language first of all. It can then be gone over again in English just to make sure they are clear.”* (Callum)

Nadine’s answer was similar to Christine, who also stated she used the TL mainly for instructions:

*“Em, I would say I use it mainly for instructions, for basically for vocabulary. Things like, “Listen. Put your pens down.” I try to use it quite a lot, but it obviously depends on the class, the stage they’re at.”* (Nadine)

Nadine also stated that she used the TL more with older years, explaining that these years offered more scope for using the TL:

*“And with older years, there’s obviously a lot of scope to use it with Higher classes, for example, Advanced Higher classes, ...”* (Nadine)

Nadine added that this depended, however, on how used to the TL the pupils were with their normal teacher:

*“but on placement I found it really hard with those year groups, because it really depended on how accustomed they were to using the target language with their normal class teacher and I found that quite difficult”* (Nadine)

Carla’s comments revealed that she used the target language in similar situations to Christine and Nadine, ie for instructions and with higher ability classes:

*“I believe the target language is very, very important, so in terms of exposition, introduction, erm, for classroom instructions and for higher ability classes and for classes in the middle and upper school, I’ve used it more for actual discussion of topics, for development of topics.”* (Carla)

Miranda revealed that she used the target language as much as possible, but reported that she observed it being used to different degrees in her 3 placement schools:

*“I use target language, I try to use target language as much as possible. Em, what I found, em, across the year in the different placements was that some schools used it more than others.”* (Miranda)

She attributed this variance in use to class size and class settings:

*“And it depended on class sizes, on class settings...”* (Miranda)

All 6 students reported that they tried to use the TL in class and the uses of the TL seemed, where identified, to be for giving instructions and stating lesson aims. Two of the students reported they found it easier to use with older or higher ability pupils with one student reporting she used it more with younger classes.

### 6.3 Difficulty with comprehension

The six students were asked what they do when the pupils they are teaching show difficulty with comprehension in the TL. Four of the six students (Maria, Callum, Carla and Miranda) said that they use mime or gesture to aid comprehension:

*"I generally try to do the 'Krashen' method that we've learnt and try to just mime things, try to somehow make them understand in the target language."* (Maria)

*"First of all, I try to mime, do a bit of physical action."* (Callum)

*"I tend to repeat myself repeat myself more slowly and use hand gestures to aid comprehension. I also model, aim to model and demonstrate..."* (Carla)

*"Sometimes I would use gestures..."* (Miranda)

Another technique used by 3 of the students was repetition, including repeating in a different way and more slowly (Christine, Nadine, Carla):

*"...repeat in a different way..."* (Christine)

*"Repetition, I use a lot of repetition."* (Nadine)

*"I tend to repeat myself repeat myself more slowly..."* (Carla)

One student (Miranda) used realia to get her meaning across:

*"...or if I had realia, or anything like that, I would use that."* (Miranda)

Miranda found using cognates as a useful aid to comprehension:

*"I used cognates as well, so things that you know sound very similar to English words..."* (Miranda)

This student also mentioned that she simply went over the language again:

*"...I just went over them again...."* (Miranda)

Both Callum and Carla found it useful to use a more able pupil to help others in the class by getting this pupil to provide a translation into English:

*"I will also ask others, for example, can you help in German and I'll let the other students try and explain it to them,..."* (Callum)

*“...certain pupils in the class have gradually cottoned on to what the meaning is. They piece two and two together and they understand and so they know for next time, even if they forget in the interim period. There’s always one bright spark who does remember and then the whole class learns together.” (Carla)*

With the exception of Nadine, all students reported that when other techniques did not work, that they explained in English:

*“But if that doesn’t work after trying it for about 5 minutes, then I go back to English.” (Maria)*

The students qualified what they said with comments indicating the circumstances in which they used English. Christine reported that she used English for weaker students:

*“...but if I know he is a really weak student, I will say it in English.” (Christine)*

Callum, however, reported that he used English as a check that pupils had understood:

*“I will obviously go into English, just to make sure they have understood what they should be carrying out.” (Callum)*

Carla reported that she found herself code-switching, giving the English translation straight after the foreign language (FL), but stated that she did not want to “fall into that trap”, which seems to indicate that she feels code-switching is not always the best solution:

*“...sometimes I have caught myself lapsing into code-switchings, so I’ll be talking, issuing instructions in the target language, and then I’ll give the translation, which has been helpful, but I don’t want to fall into that trap at all...” (Carla)*

Miranda reported that sometimes it was quicker to use English, however, that she felt guilty when using English:

*“...but sometimes circumstances would just demand that I do it quickly into English.” (Miranda)*

*“I was probably guilty of translating.” (Miranda).*

It is apparent that the six PGDE students use the target language in class and use a variety of strategies to help with comprehension. From their answers it can be seen that individual students use several widely used techniques to make the input comprehensible (Krashen, 1985), but where comprehension is still a problem, that translation into English or explanations in English are used.

## 6.4 Introducing grammar

When asked how they taught grammar, a number of the students (Maria, Cristine, Callum & Nadine) said that when they introduced grammar, they did so by showing an example in the TL and getting the pupils to use it, before explaining the rule to them:

*“Generally, I start off by, em, giving pupils a sentence, for example, em, and making them understand what this is going to be about before I explain a grammar rule...” (Maria)*

*“I think I would show it at the beginning what it is I think in French. I think I would explain it in English after that.” (Christine)*

*“Em, strategies, well, usually I do it with a Powerpoint. I usually just put it up on the board and go over it with them first of all...” (Callum)*

*“I give a lot of examples using it and later on, you might say “Ok, do you know, you’ve just learnt the present tense, for example.” So I use those strategies.” (Nadine)*

Callum reported that he used games and activities to introduce grammar to make it more fun:

*“by way of activities, match up activities or I’ll straight away try to put it into play, so that grammar that has been learnt gets repeated quite a few times, for example with snakes and ladders or noughts and crosses, I try to make it active, so they’re using it and also having fun, so that they don’t just see it as pure grammar.” (Callum)*

Nadine stated that she used different approaches with different classes. With less able classes in S3 and S4 and with S1 classes generally, she would give lots of exposure to the new grammar point, use lots of repetition and hopefully pupils would recognise patterns and work out the rule for themselves:

*“Whereas, with bottom sets, third and fourth year, you might stick to doing it a bit like the first year, saying “Okay, let’s use some examples.” You know, lots of repetition, lots of practice, lots of exposure to it and then, at a later stage, so asking if they recognise any patterns, so they kind of work it out for themselves. So, those are a few strategies I’ve used. I’ve found them quite effective.” (Nadine)*

This same student reported that she sometimes felt direct explanations of grammar confuses some pupils and that she would probably try to avoid it:

*“...sometimes directly explaining the grammar rule has been confusing for some pupils and I think I would probably try to avoid doing it that way in the future...” (Nadine)*

Carla felt that grammar could be taught communicatively<sup>23</sup>, as did Miranda, who said this would be her ideal:

*“...but I do believe that grammar can be taught communicatively.” (Carla)*

*“...I think the ideal would be to use the target language for grammar as well,...” (Miranda)*

By ‘communicatively’, Carla and Miranda are referring to the ‘strong’ version of the communicative approach (Howatt 1984, p. 279). This and other approaches are studied by PGDE ML students in their ITE year (Appendix 1, p. 307).

Nadine and Miranda reported that they varied their approach depending on the class, for example Nadine referred to ‘top’ classes, where she would give the rule first, as she felt these pupils liked that in contrast to what she says of lower ability classes and S1:

*“With third and fourth year, I have, I have directly given them the rule sometimes, saying “Today we’re going to be doing the future tense. This is how we form the future tense.”. But I think that again depends on the level of the class, because a lot of top sets, for example, they will like that sort of explanation...” (Nadine)*

*“Whereas, with bottom sets, third and fourth year, you might stick to doing it a bit like the first year, saying “Okay, let’s use some examples.” You know, lots of repetition, lots of practice, lots of exposure to it and then, at a later stage, so asking if they recognise any patterns, so they kind of work it out for themselves. So, those are a few strategies I’ve used. I’ve found them quite effective.” (Nadine)*

*“And when introducing grammar points, I tend, I really, with younger years anyway, first second year, I try not to introduce the rule straight away, I avoid saying “This is the future tense.”” (Nadine)*

Miranda’s approach also depended on circumstances, referring to factors such as the school in which placement took place, the size of classes and how classes had started the year as reasons for the occasions when she used English:

*“...given the restrictions that I discovered at schools, and depending on the schools and on the class sizes, and how they had started the year, then I tended to use English, because of the comprehension.” (Miranda)*

Although the students interviewed all had strategies they used to introduce grammar in the TL, all of them reported that they used English at times to introduce grammar. Christine reported that she used a mix of English and French, while Nadine reported that she did not feel confident enough to teach grammar in the TL:

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<sup>23</sup> See Chapter 2, Sections 2.3.4-2.3.5 for CLT/CA.

*“I think I would show it at the beginning what it is I think in French. I think I would explain it in English after that. like, eh, for the perfect tense, like they would use it, they would have examples and then I think I would get them to explain it in English and get them to explain it me back. But I wouldn’t use the target language after that.”* (Christine)

*“Em, grammar so far, I don’t think I’ve been confident enough to do it in the target language.”* (Nadine)

Similarly, Callum and Miranda reported that they generally taught grammar in English:

*“I think my weak point would definitely be the grammar. I do it in English.”* (Callum)

*“Well, for, during my year, I’ve generally used English for the teaching of grammar.”* (Miranda)

Callum’s choice of the word ‘weak’ reveals that he is reflecting on the approaches studied in his PGDE course where extensive use of the TL is advocated.

The influence of supervising teachers in students’ placement schools is seen to be quite powerful in shaping the approaches students take to the teaching of grammar. Carla reported that she modelled herself on teachers in her placement schools, using English to teach grammar so as to ensure comprehension:

*“...because I do, em, have started to model myself on certain teachers that I’ve observed and they’ve always told me that it’s essential that pupils understand, so teaching it in English is really key to help their understanding and to ensure they have coherent grammar notes when it comes to revision, they do know one hundred per cent what is before them.”* (Carla)

Maria reported that she was instructed by teachers in placement schools to use English:

*“..., most of the time I’ve been told just do it in English.”* (Maria)

The practice of teaching grammar in English by these two students and the reasons they give for so doing resonates with a number of responses from teachers to the questionnaire sent to schools and their reasons for teaching grammar in English (cf. Section 5.2.4 & individual questionnaire responses, Chapter 5 ), ie that 62% of teachers in the questionnaire used English for teaching grammar. Looking back to the introduction and the literature review, the students are caught between this dislocation that exists between what ITE advocates in respect of use of the target language and usual school practice and the discord between what student teachers learn is appropriate pedagogy in ITE and the perceptions they pick up from experienced teachers about appropriate pedagogy.

## 6.5 Social chat with classes

Similar to the question asked of teachers in the questionnaire sent to schools, the students were asked if they sometimes chatted socially or had a joke with their pupils during lessons, an area explored by Crichton (2010). The response to this question is mixed, with some students reporting they use the TL for this and others either English or a mixture of both languages. Maria stated that she generally chatted socially in German, as she liked to stay in the TL. Carla, a double linguist, found this more natural to do in Italian than in French. This could be due to preference of languages, or may be linked to being more fluent or more confident in Italian:

*“The target language, generally. Because normally I like to stay in the target language.” (Maria)*

*“Eh, a mixture. I find it more natural in teaching Italian, funnily enough. Perhaps that’s because I believe I have a closer affinity, a closer relationship with the language, and I find it easier to banter in Italian, than in French.” (Carla)*

Miranda reported that when she did chat socially with pupils or had a joke with them it was usually as a result of using the language and quite often linked to ‘toilet humour’:

*“Well, when I recall times when there was any, pupils I had were mostly S1, S2 and even S3, they liked toilet humour, in which there were the rooms of the house and “J’ai fait pipi”. So, it was kind of things like that, but not saying things directly in French or Spanish and they were comprehending it as a joke. It was only when we were using language that generated that sort of laughter.” (Miranda)*

Christine reported that she is not a jokey person and so this issue did not really arise:

*“Hum, I don’t know. I think they like when I use things like “Allez Allez!” or “Dépêchez-vous!” or things like that, but I don’t joke, I’m not a jokey person. I don’t use jokes.” (Christine)*

Callum and Nadine reported that they use English for social chat or for making jokes in class:

*“I do do it in English, I must admit. It will be joking about the target language, but it will be done in English. Sometimes we do have a laugh with the pronunciation, when the children are asking questions about how to pronounce it. But jokes tend to be in English.” (Callum)*

*“I do that in English, I haven’t, I don’t think I’ve done it in the target language.” (Nadine)*

## 6.6 With whom the target language is used

When asked if they used the TL with certain classes, the students responded that this generally depended upon which pupils they were teaching and gave several reasons to justify their approach. Maria, Carla and



Miranda reported that they used the TL with higher ability or older sets, Maria reporting that she found this eased pupils into the TL:

*“Yeah, there are. Em, I have... I think I generally use more of the target language with older classes and less of the language with younger classes, just to ease them into the language slowly and give them time to make their brains work in the other language and I have been given that advice as well by other teachers to do it that way.” (Maria)*

*“I think definitely I’ve tended to use the TL with higher ability classes and smaller, well not smaller sized classes necessarily,…” (Carla)*

*“I think it’s easier to use target language with top sets, ...With top sets I find it was easier to, they were quite voracious for language and decoding language, so if they heard it, instead of sort of immediately thinking “Oh, that’s another language, I don’t understand”, they tried to decode, which I suppose is a great part of the whole process,…” (Miranda)*

Carla mentioned that classroom management issues often prevented her from using the TL as much as she would have liked to, that she used the TL less with disruptive classes:

*“...but it is dependent on the character of the class and the characters in the class, classroom organisation, classroom management definitely has an effect. I think with lower ability classes, with more disruptive classes, although some of them have displayed and responded well to understanding the target language, I often find classroom management issues prevent me and prevent them from further exposure to the TL.” (Carla)*

This resonates with what many teachers reported in the questionnaire (See Sections 5.2.3 & 5.2.9).

In contrast with Maria, Carla and Miranda, Christine reported that she used the TL more with younger classes:

*“Em, I don’t know but I think it tended to be like that in schools, with the first and second years I use target language,…” (Christine)*

She went on to say that with S3<sup>24</sup> and S4<sup>25</sup> classes she used more English, especially when they started on folio<sup>26</sup> work:

*“...third and fourth years, third if they start getting into folios and stuff, I think the target language just disappears.... You would say at the beginning and then it would just go and you would get into the administrative part.” (Christine)*

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<sup>24</sup> Third year of Scottish secondary schools, approximate age of pupils 14-15.

<sup>25</sup> Fourth year of Scottish secondary schools, approximate age of pupils 15-16.

<sup>26</sup> Folio work: A collection of items of writing in L2 by pupils following a Standard Grade course.

With more senior classes, this same student stated she would use 100% TL, although this statement seemed more directed to what her aspirations for the future were:

*“I think for them, it depends, because I’m a French native and I would get to train them, so I think I would use non-stop target language,…”* (Christine)

Similar to Christine, Callum and Miranda varied their approach, depending on the class they were teaching, Callum explaining that he would base this upon his perception of the classes’ strengths or weaknesses after having taught them a few classes:

*“Em, obviously, after seeing and taking the class a few times, you see their strengths and weaknesses and then I think from there, you go on and use more or less of the target language.”* (Callum)

Callum felt that if he used English pupils knew better what he wanted them to do:

*“Obviously, you don’t want people to fall behind too much, so it just seems easier to guide them along using a bit of English, just so they know where we are and what we are supposed to be doing.”* (Callum)

Although Miranda reported that her use of TL depended on which set she was teaching, she stressed on more than one occasion that she did not agree with setting:

*“Yeah. I would say, unfortunately, I would say, that does depend on which sets you’re teaching. I would like to say ‘unfortunately’, because I don’t agree with it.”* (Miranda)

Nadine reported that her use of the TL depended on what stage of the lesson she was teaching, using the TL at the beginning of the lesson for the first ten minutes or so for settling in, doing the date, time, the weather and perhaps for sharing the learning objectives. General classroom discussion is done in English with recapping at the end of the lesson being done in the TL:

*“I normally try to do the start off the lesson in the target language. The first ten minutes or so is all done in the target language, so the settling in period, ... And then to end the class, recapping is probably more target language than in the middle section.”* (Nadine)

The students reported they used the TL to different degrees with different classes. The reasons ranged from class size, level of ability, the type of work that the pupils were engaged in, the stage of the lesson and classroom management issues.

## 6.7 Pressure of time

In response to being asked if they used English if under pressure of time, there was a mixed response.

Maria responded that she generally would not resort to English if under pressure of time

*“Em, no. I wouldn’t say that that...No, I wouldn’t do that. Yeah, I think I would cut out other things, if I am under pressure and so on, but I don’t think the target language fails at that point.”* (Maria)

Christine reported that she did not mind if she did not manage to get through everything:

*“...but I’m not that bothered, I mean, I don’t mind not doing everything.”* (Christine)

Callum, on the other hand, reported that he found it hard to build in all four skills into a lesson and found it quicker to explain things in English:

*“Yes, I think building in listening, speaking, reading and writing, those four tasks in a class of 40 minutes is sometimes hard and by the time you pack up and the language barrier, so I do feel under pressure, so there is the pressure of having to explain everything to them first and I think that is why perhaps I do explain it in English quickly for them.”* (Callum)

Nadine reported that she did not feel under pressure and felt her time management was good. On placement she always sought advice from the class teacher as to the pace of her lessons:

*“...but I’ve always sought advice, always checked at the end of each lesson with the class teacher, by saying, “This is where I’ve got to and is this okay? Or, should I be going quicker, should I be spending more time, less time on certain parts?” So, I feel my time management is pretty good. So, I haven’t had any major worries about that.”* (Nadine)

Over the course of the three teaching placements, Carla reported that she noticed that her approach to her lesson plans had been become more flexible and that the ‘quantity’ of work was not as important as making sure that learning was taking place, so she would continue with whatever language she was using during the said learning phase, whether this be the TL or English:

*“...I’ve definitely noticed an increasing flexibility with lesson plans and the content, like the quality of the content, rather than the quantity of what I wanted to get through, so if I feel that in a certain task that I started with them, that they’re really responding well to it and especially if it’s in the TL, or even if it’s not, then I would rather than continue with that if it is reaping cognitive benefits and learning is taking place, rather than march on to the next phase of the lesson.”* (Carla)

Similar to Callum, Miranda found it quicker to use English to explain things and felt that the TL was sometimes limiting:

*“I mean, it’s basically you’re working kind of three to five minute slots, which, kind of, you’re wanting to get started, get your rapid revision done, wanting to get all your activities done, time is crucial, so it is a kind of great limiting factor if you’re using the target language, at times.”*  
(Miranda)

Miranda felt that comprehension was more immediate if English was used and that this helped to avoid disruption:

*“Because you ensure that the comprehension is immediate, and even sometimes it’s not immediate if you speak in English, it still has to be clarified further. But you’re guaranteed that the class isn’t going to be held up by people asking “What does that mean?” or maybe generating some disruptive behaviour.”* (Miranda)

The responses of the PGDE students to the question of time pressure showed that some of them would use English if under pressure of time and that some would not. Their reasons included not wanting to hold up the class, prevent disruption and to try to cover all skill areas.

## **6.8 Explaining, activities, classroom management**

Questions 10 & 11 in the PGDE interviews asked the students whether they used English for explanations if they were short of time and, if so, what they used English for.

It is worth examining what is meant by ‘explaining’ as use in this thesis. The term ‘explaining’ is used by the students to describe a number of similar, but often distinct functions. To clarify the functions to which the term explaining refers in the students’ responses, I have adapted the categories used by Crichton (2010) to describe teachers’ target language, omitting ‘Conversation-type language’, which Crichton uses essentially for social chat.

**Table 7: Teachers’ TL Codes**

### **Teachers’ TL Codes**

1. Organisational/instructions
2. Focus on language
3. Language used to practise structures and vocabulary
4. Requests for translation from the TL

5. Requests for translation to the TL
6. Requests for repetition
7. Response to pupil initiation

As Crichton's research looked at a similar context to those of the participants in my study, namely the TL in secondary school modern language classrooms, I found it the most apt to categorise what participants meant by explaining. I had looked at The Stirling Lesson Analysis System, upon which the Co-operative Teaching Analysis System used by Franklin (1990) is based. Although designed for Scottish schools, this system divides classroom discourse into segments of a minimum length of 30 seconds. It is very cumbersome, goes into minute detail about every interaction, and requires viewing of the class, similar to Macaro's (1997) coding of interaction, where lots of tally marks are used. This was not the intention of the audio-recordings, which was describing episodes, so Crichton's categories provide a better interpretation of what the students meant by 'explaining' in the different contexts.

Crichton explicates the codes above as follows:

1. *Organisational/instructions*: This category included TL used to ensure that pupils clearly understood what was happening and about to happen regarding planned activities and the running of the classroom. It might relate to the distribution of resources, instructions about a particular exercise, checking attendance or refocusing moves.
2. *Focus on language*: Meaning segments of teacher TL in this category either explicated points of grammar or prompted a learner response to an initiation regarding the form of the language. This might be part of a grammar focus in the lesson or arising as a result of a pupil initiation or response.<sup>27</sup>
3. *Language used to practise structures and vocabulary*: Within this category were placed questions the teachers asked, either as part of a formal teacher/pupil exchange where the purpose was to reinforce specific structures or expressions or in more isolated exchanges where the teachers' purpose appeared to be to remind learners of previous learning.
4. *Requests for translation from the TL*: Teachers frequently asked pupils to translate their TL utterances in *Organisational/instructions*, *Focus on language* and *Language used to practise*

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<sup>27</sup> Here the teacher is often clarifying meaning, but this is essentially as an aside and not as planned teaching of a new grammatical point.

*structures and vocabulary* categories as a comprehension check and to reinforce the meaning to all pupils.

5. *Requests for translation to the TL:* Often as a result of pupils' requests or responses in English, the teachers would ask them to reformulate the utterance in the TL. Other requests for translation to the TL appeared within *Focus on language* and *Language used to practise structures and vocabulary* categories when the teachers checked the learners' understanding of what they had been taught, by asking them to produce TL translations.
6. *Requests for repetition:* Teachers often asked learners to repeat vocabulary items or whole sentences, either to assist pronunciation or to reinforce language. Requests for repetition were usually evident in *Focus on language* and *Language used to practise structures and vocabulary* categories.
7. *Response to pupil initiation:* Pupils might ask about procedural matters in order to check their understanding, request permissions or initiate an exchange. (Crichton 2010, pp. 99-101)

When asked to elaborate on what they used English to do, when they felt the need to explain things in English, the students had mixed answers. Maria reported that she learned on placement that the learning objectives should be explained at the start of the lesson in English and that TL can then be used, but that English should be used again at the end of the lesson to sum things up:

*"Now there are things I've been told, at the beginning when you go through objectives, for example you do that in English to make sure everyone understands and, em, after that everything comes in the target language, well as much as possible anyway. And then again at the end to sum up some things, what have we learned etc, you do that again in English. That's something I've learned and picked up on placement."* (Maria)

Christine and Callum, on the other hand, reported that they would use the TL to explain things and to organize the class, but if pupils did not understand they would explain again in English:

*"I think. I would use it at the beginning. I would use it to organise the class, like "Okay, posez les livres, asseyez-vous, nananana." For some activities, like in general if they are quite simple I would use French and if I really think some have not understood I would explain in English. It depends what kind of activity again, I think.... For some if it's a matter of ticking a box, "Cochez la case!" and so and for some activities and for a walking dictation if they have never done it with me before, I would just explain it in English. I think."* (Christine)

*"In all, I do try to use the target language for explaining most of the stuff, almost everything. I will say it always first in the target language. Once again, I sometimes explain it a second time and if they still don't understand it, I will either mime what I want them to do. Point to my ear if*

*it is a listening activity. I will let them try to guess, then I will say we're doing a listening activity."* (Callum)

Nadine and Miranda both found using English more effective for classroom management and for explaining tasks, giving instructions, although Nadine reported that when she *did* use the TL to do this, she found it very effective, as the pupils stopped what they were doing and tried to work out what she was saying:

*"What I found was, for the actual nitty gritty of the activity or the task, if there was, say there was a game like strip bingo, instead of giving the instructions in French, I would ensure that it was given in English, so that people wouldn't be there, kind of, folding paper, you know, the wrong way..."* (Miranda)

*"Em, probably classroom management, I've probably used more English actually, but a few times when I did use the target language, em, I think it was really effective and the kids, they stopped almost straight away what they were doing, because I was using the target language and they were trying to work out what I was saying."* (Nadine)

During one of her placements, Miranda found that with smaller classes she could use the TL most of the time.

In another placement, however, Miranda received complaints from parents that she was using too much TL and, as a consequence, was asked by her supervising teacher to reduce this:

*"...what I found was, with smaller classes, then you were actually more able to do target language most of the time, for example, in second placement I had a second year class of girls, so I was able to give instructions in the language."* (Miranda)

This had the effect of influencing Miranda, who reported that she would change her approach to build up to more and more TL use with classes:

*"So, again, it kind of reinforces my belief that I have to start at the outset and, depending on the class, the class size, depending on the ability to kind of incrementally build towards the end of the year."* (Miranda)

In answer to the questions regarding 'explaining', the PGDE students reported using English for a number of purposes, including giving learning outcomes, organizing the class, for giving instructions and for classroom management.

## 6.9 Perceived advantages of target language in class

When asked what they perceived to be the advantages of using the TL in class, Maria, Christine and Callum reported that they found it very helpful for pupils in their language acquisition to hear as much TL as possible:

*“Well, I think all the learning will happen a lot easier. The picking up of the target language will be easier for pupils if they get as much target language as possible. Also with me I like them to learn a proper German accent and that’s another reason why I want them to listen to me, sometimes rather than some of the recording tapes. Yes, so target language as much as possible, it just eases the learning of a language.” (Maria)*

*“...it’s quite good to get used to the sound of French. I don’t know, I think as well, I don’t know, for the acquisition part, they would acquire more using French a lot.” (Christine)*

*“If you speak in the target language all the time, the pupils will grasp it fairly quickly. You only need explain it once, where everything is and maybe translate that into English and use it as an additional activity. And then, this constant use of the target language will sink in with the students.” (Callum)*

Nadine said she considered there to be huge advantages in using in the TL, for example helping pupils to speak to people in different countries. She continued that she did not use it as much as she would like to on placement, but that she would definitely use it more during her Induction Year:

*“Obviously, I don’t use it as much as I’d like to right now, but it’s something that I’m definitely going to start off by doing when I start my probation year. If you don’t use it, then I think it’s very, you know, how would you expect kids to then use it if I’m not using it with my class and that is very much at the back of my mind and something that I don’t want to happen to me as I carry on teaching, because once you’re stuck in that rut of not using the target language, it’s just so easy to do that, I think.” (Nadine)*

Carla considered languages to be pivotal in our multi-lingual schools and in our inter-dependent economy:

*“In our schools today, in our nation today, that’s increasingly more important and valid. I think that, although without a doubt there are educators out there who don’t understand the importance of languages, I think our schools are so multilingual and we live in an inter-dependent economy that, without a doubt, languages are pivotal, so the TL in school, I think it can be a haven, it can be a really exciting experience, a different experience to pupils’ experience elsewhere in subjects.” (Carla)*

Miranda stated that using the TL in class is an excellent way to arouse the curiosity of pupils and that she felt the ideal of any Modern Foreign Languages teacher would be to use the TL 90% of the time in class.



The perceived advantages of using the TL in class, according to the responses of the PGDE students, were that it helps with second language acquisition, it helps us live in a multilingual society and in an inter-dependent economy and also that it arouses curiosity in pupils.

### **6.10 Perceived disadvantages of target language in class**

In comparison to Section 6.9, the six students were asked what they perceived to be the disadvantages of using the TL in class. Maria and Callum felt that pupils switched off if too much TL is used in class:

*“Em, pupils have a really short attention span and if they don’t learn something they will switch off. And if they think, especially the really young years, if you don’t understand something they just switch off and do something else. That is down to a poor attention span, I think, and them not wanting to try anymore, not wanting to try and understand.” (Maria)*

*“Em, disadvantages are few. If you constantly talk in the target language, some pupils automatically turn off, “Oh, I can’t understand, there’s no point in me listening, all he does is talk in the target language.” Or “Others can understand it, I can’t.” They feel stupid and completely switch off.” (Callum)*

Maria felt that this was down to a poor attention span and Callum felt that when some pupils did not understand they felt stupid. Callum, Nadine & Carla reported that they felt that comprehension by pupils was sometimes a problem when using the TL. Christine felt she would ‘lose’ the class if she just used the TL:

*“Eh, disadvantages...em, I think there are just moments where you just can’t, I mean, I think I would lose the class if I used French randomly and not made sure they understand what I’m saying. If it’s worth using, it has to be understood.” (Christine)*

Nadine was of a similar opinion and felt also that time was a factor, while Carla felt that some pupils were confused by the use of the TL and sometimes felt ‘singled out’ and anxious:

*“Em, confusion. Kids don’t understand you, or misunderstand you and I guess it’s the time factor again that might come into it, it could be quite disheartening for you as a teacher and if kids don’t understand you...” (Nadine)*

*“Em, disadvantages, I think confusion is maybe an obvious one, maybe it’s not a right one, but I think it can result in some pupils feeling singled out and struggling if they feel they are out of their depth and there have been instances, I know where pupils have been reduced to tears. They really just don’t get it, they’re intimidated by the use of a foreign tongue.” (Carla)*

Similar to the findings in the questionnaire (Section 5.2.9), Miranda felt that some pupils used the TL as an excuse to be disruptive, because they did not understand, did not want to understand or were not used to being spoken to in the TL:

*“I think what I discovered is that a lot of children use it as a ploy to be disruptive, because they didn’t understand and they didn’t want to, and they weren’t used to being spoken to in the target language, or everything being spoken in the target language, so they used that as a kind of excuse, so that was a disadvantage, they used that as an excuse to play up.” (Miranda)*

The perceived disadvantages of using the TL in class, according to the responses of the PGDE students, were that some pupils switched off when teachers used the TL, that often comprehension was a problem. Responses also showed a view that it sometimes took too much time, created confusion and could lead to disruption due to not understanding.

### **6.11 Other comments from PGDE students**

The six students were asked if there is anything they would like to say/add regarding anything discussed in the interview or if there is anything they feel they would like to say that they have not had the opportunity to say. Maria referred to a workshop that I had taken during her PGDE year, where I had advised not to use the TL for punishment exercises, ie, writing out exercises in the TL, so that pupils do not associate the TL with punishment. Maria said that she would like to observe herself during her induction year in this regard and hoped that no one considered German to be an ‘angry’ language:

*“You’ve once said about behaviour management and switching around with the languages and to look at ourselves, we use the target language to punish a pupil or you use their first language. Em, I don’t actually know what I do, but I’d like to look at that in particular, because I try to observe myself what I do there and look at that through the next year as well. I think I generally use that as well so I keep hoping people don’t think German is an angry language.” (Maria)*

Christine commented that smaller classes were better for using the TL. She speculated as to how much TL she was going to be able to use in her Induction Year with big class sizes, although mentioned that group work may be useful for this:

*“Yeah, I would say smaller classes they’re better to use language. I’m going to end up next year with a class of 32 pupils, so I don’t know how that’s going to go at all. So, I think the key is to cut the class sizes for the speaking part of the lesson. Or else you end up just managing the pupils and getting them to do folios and there’s too many, so, I don’t know, it doesn’t give them a chance to answer back. 32 pupils in a period of 55 minutes, how much can they speak. Okay, you can put them in groups, you can, I think it’s better to interact with them individually.” (Christine)*

Callum, Nadine, Carla and Miranda stated that they would like to use the TL more, with three of these students suggesting that 90% use of TL to be the ideal. Callum felt that getting the mix right was important and that 10% use of English was okay, as long as it was not in blocks:

*“I would just like to say. It’s easy saying you need to use the target language all the time and I definitely try. In reality it is hard to use it 100% of the time, especially when you’re trying to keep pupils interested in the language. Just because you can see sometimes when you’re talking in*

*German, they're looking out the window and they do switch off ... So, I think it's getting the mix right. 90% target language and 10% English I would say is alright, but as long as it is not all the time and as long as it is not in blocks." (Callum)*

Nadine said that it was not realistic for her to use the TL with all her classes at this stage of her career and felt she needs to build up to this, setting herself realistic targets:

*"Em, em, I don't know. I think the main thing for me is to be realistic and to set myself realistic targets, because if I set out to do all my classes in the target language, I know already that that is not a realistic goal for me at this stage and I think for me it is just about building it up and also I think that way you really get a sense of achievement... and so to me, setting realistic targets, I think, is the main thing in terms of target language teaching." (Nadine)*

Carla suggested languages teachers need to think more about strategies for using the TL and referred to the discrepancy between what Modern Languages teachers are encouraged to do and what they actually see teachers doing on teaching placements:

*"Em, I think educators, maybe MFL teachers maybe need to think more about the contexts when to use a target language and strategies for using it more and because I think there does seem to be a discrepancy between what we're encouraged to do and then often, often, not always, but often what we see in practice and so, I think, making up our minds on what, when and where is the appropriate use of the TL is definitely a really important professional decision for MFL teachers to make and so that's one that I'm wanting to read up more on and to a certain extent I've made some decisions, but I'm sure that they'll change, I'm sure that my opinion will change and I certainly want to be open-minded and want to continue experimenting, but aiming for eighty, ninety per cent TL use in my classrooms." (Carla)*

Carla also commented that she would like to read up more in this area and will continue experimenting. Miranda commented that a difficult thing to overcome being a student teacher was the temporary nature of teaching placements during the PGDE year where you were not starting out with the class and could not set your expectations of classes:

*"...I think just to recap, target language would be my ideal ninety per cent of the time. The difficulties I found were first of all, that you were, er, a temporary teacher and you weren't starting out with the class, building your expectations, setting your expectations and giving them all the vocabulary and expressions and questions that you wanted to be able to use. And what I found difficult was, er, lower ability classes tended to be less receptive to target language use." (Miranda)*

She also commented that she found using the TL more difficult with lower ability classes who she found less receptive to TL use.

The final comments from the PGDE students were varied. Comments referred to class size and how smaller classes were desirable for using the TL in class; four of the students said they would like to use more TL; one student referred to the discrepancy between teacher education and placement; one student

talked about the temporary nature of teaching placement and, therefore, often not having the chance to share her expectations of the classes.



## **Chapter 7      Audio-recordings of NQTs**

### ***7.1 Introduction***

In order to answer the first part of the second research question, namely, “In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language?”, the six NQTs were asked if audio-recordings of their teaching could be made and analysed. All six NQTs agreed to this and the Head Teachers of each secondary school were approached to ask permission. The process and the ethical considerations, including voluntary informed consent of participants, were discussed and relevant documentation signed. All schools gave their permission to the recordings except one, due to parental objections. In lieu of the recordings for this NQT, interviews were conducted where the NQT was asked about pedagogy used in relation to use of the TL.

The six NQTs were asked to audio-record themselves teaching a class at three points in their first year of teaching, spread evenly across the year. One of the aims was to record the normal practice and performance of the NQTs using a digital audio-recording device in order to gain a reasonable picture of their progress over their first year of teaching. As I had already developed a close relationship with the NQTs as their tutor and mentor during their PGDE year, the NQTs possibly still saw me as a figure of authority and as an expert in their field. This presented the possibility that, when they carried out the audio-recording of their teaching, they would use learning and teaching approaches they thought I wanted to see, although this may not be their normal practice. To try to minimise the possibility of the NQTs teaching in a way they thought I would like, the recorder was switched on for all of the NQTs’ classes on the day of the recording. Only one class, however, was the focus with each NQT on each day of the recording. The NQT did not know which classes were chosen until the final interview at the end of the NQT’s Induction Year. This was to reduce the possibility of the NQTs putting on a show for me. This issue, and the ethics surrounding it, was discussed with each NQT, the school, the Head Teacher and other appropriate persons involved before proceeding. The choice of day for each recording involved study of each NQT’s timetable.

The logistics of carrying out the audio-recordings was planned carefully. Picking roughly the same time period across the six participants meant that only one digital audio-recorder needed to be used. I arranged for the device to be delivered to each participant for the chosen day, ie NQT 1 recorded on, say Monday in the first set of recordings, NQT 2 on Thursday, etc.

The aim of the analysis was to examine when and for what purposes the NQTs used the TL in class and when and for what purposes the NQTs used English in class. To do this each recording was listened to and details of the lesson were recorded on a proforma, where the activities were detailed chronologically with counter settings (minutes:seconds). This was laid out in tabular format with each row showing the activity, the time, whether TL or English was used and comments/reflections by the researcher (See Table 4 - Example of Recording Analysis Table, p. 94).

The next sections will provide an analysis of the three recordings by each NQT. Again the pseudonyms attributed to these NQTs as PGDE students in the last section (Chapter 6 - Table 6, p.119) will be used. The analysis of the recordings will include:

- table with timeline of activities with researcher's comments/reflections
- a summary of the class
- graph of TL/English used in terms of minutes

To understand better what happens in each class, the commentary should be read with the timeline and the graphs. The interviews conducted in lieu of recordings by Christine will be analysed at the end of this chapter.

## 7.2 Analysis of recordings of Maria

Maria was placed in a large comprehensive school in central Scotland serving an area of mixed housing.

*(Pupil names have been anonymised and been replaced with Pupil A, Pupil B, etc). Translations of L2 in square brackets, except where the teacher gives a translation in direct speech.*

**Table 8: Maria, Recording 1**

**Date:** 17/01/2011      **Class:** S1 **Language:** German

Counter no		Lang. (L1 or L2)	Comment/reflections
00:00- 00:04:39	<p>“OK, leise bitte!..”[Quiet please!]</p> <p>“Guck mal!”[Look!]</p> <p>Settles class in, reminds/asks what we need on desks.</p>	L2	Class very loud.

	<p>Asks pupils to look to front.</p> <p>Calls register.</p> <p>“This is too loud.”</p> <p>“Absolute quiet and straight away.”</p>		
00:04:40-00:05:32	<p>“The three of you dentention...”</p>	L1	Pupils still talking.
00:05:33-00:06:40	<p>“Was ist der Akkusativ?”[What is the accusative?]</p> <p>Checks pupil for shouting out(also briefly in English).</p>	L2	Pupil offers reply.
00:06:41-00:13:08	<p>Pupil asks “Is it the feminine, masculine and neuter one?”</p> <p>Teacher: “What are they?”</p> <p>“What are the feminine, masculine and neuter ones?”</p> <p>“These are articles, what are articles?...”</p> <p>Asks for translation in English.</p> <p>Checks a pupil for behaviour.</p> <p>Asks question again.</p> <p>“What happens with all these words.”</p> <p>“Don’t shout out.”</p> <p>Another member of staff enters room looking to speak to a pupil/pupils</p> <p>Carries on with questions.</p>	L1	<p>Pupils offer replies.</p> <p>Pupils talking in background.</p>



	<p>Tries to help pupils/draw answers out.</p> <p>“Pupil A, Jacke ausziehen!”</p> <p>Explains how accusative changes the indefinite article.</p>		
00:13:09-00:15:09	<p>Tells page number.</p> <p>Tells pupil to come forward.</p>	L2	
00:15:10-00:17:10	<p>“Okay, first of all, I will give you this work...”</p> <p>Struggles to make self heard over noise of class. “Ihr musst... ihr musst...ihr musst...”[You must]</p> <p>“Ausfüllen..”[complete]</p> <p>“Where you can buy paper or card, aber was für ein Laden?” [but what kind of shop?]</p>	<p>L1</p> <p>L2</p>	<p>Pupils still quite noisy.</p> <p>Code switching.</p>
00:17:11-00:18:22	Gives answer. Explains task.	L1	Class still very loud, pupil asking for a pen.
00:18:23-00:20:42	Asks for quiet repeatedly.	L2	Pupils working on own, but noisily and asking questions in English.
00:20:43-00:23:29	Asks for quiet(with threat), repeated in English, with “You are going to be writing for the rest of the period is that understood? Because this is happening every time...”	<p>L2</p> <p>L1</p>	Class becomes quiet, but very quickly lots of background chat again.
00:23:30-00:25:03	“Eh, leise, leise!”[Eh, quiet, quiet!]	L2	No effect on noise level.

	“Eh, zu laut, zu laut!”(00:24:36)[Eh, too loud, too loud!]		
00:25:04-00:26:01	Chastises boys, threats re writing.	L1	Up till now, only one activity.
00:26:02-00:27:22	Asks for quiet, raising voice quite loud and firm, but a bit shrill.	L2	Class quietens a bit.  Only activity seems to be individual reading/writing.
00:27:23-00:33:52	<p>“Okay, I’m going to explain it again, the exercise for you...”</p> <p>Explains the exercise...</p> <p>If you don’t know something, just skip it.</p> <p>“There are dictionaries at the back of your book....use the dictionary bit...”</p> <p>“Leise! Super leise!”[Quiet! Super quiet!]</p> <p>Offers explanations of vocab in English.</p>	L1	<p>Code-switching</p> <p>Background noise as pupils work.</p>
00:33:53-00:37:49	<p>Instructions on task completion.</p> <p>Telephone rings.</p> <p>“I’ll answer the telephone.”</p> <p>“Who just threw something at my leg?”(00:35:37)</p>	L1	Pupils talking in background

	<p>"I felt it..."</p> <p>Gives row to class.</p> <p>Gives class homework to copy out 3 times.</p> <p>"Then maybe you'll understand."</p> <p>"Every single one of you needs to learn how to be quiet. There are some exceptions..."</p>		Class subdued.
00:37:50-00:40:44	<p>Goes back to asking for answers to questions on exercise "Okay, number three was what?..."</p> <p>Gives answer herself without any wait time.</p> <p>"Number four was..."</p>	L1	
	<p>Explains vocab.</p> <p>Goes over rest of answers, asking some questions of class, but essentially giving answers with no wait time.</p>		
00:40:45-00:47:44	<p>"So now, you have another 2 minutes where you can work out what this is."</p> <p>Then copy these sentences 3</p>	L1	<p>Pupil(incredulous) "Every single sentence 3 times?!"[Pupil asks]</p> <p>Pupils grumbling and noisy,</p>

	<p>times.</p> <p>Justifying punishment(writing 3 times) and threatening to keep class in, too.</p> <p>“Quiet! ...this will make you understand you don’t do this...”</p> <p>“I’m not giving you the answers.”</p> <p>“What goes in there?”</p> <p>One German question, then straight back to L1.</p> <p>Going over some questions/answers.</p> <p>Teacher still going over answers, but having to shout this loudly over noise of class.</p>		<p>complaining.</p> <p>More noise.</p> <p>Pupil: I don’t know this.</p> <p>Still lots of background noise.</p>
00:47:45	<p>“Ok, that’s enough now. Ich möchte eure Hausaufgaben hören. [I would like to hear your homework] (translates) If you have done your homework, I would like to</p>	L1	<p>Still lots of background noise.</p>

	<p>hear it.”</p> <p>“Your homework for tomorrow is to copy out questions 1 to 10 three times”(still shouting to be heard).</p> <p>Asks to hear homework.</p> <p>“Do you want to write it out 4 times?”</p> <p>Pupil reads out answer in German.</p> <p>“Super.”</p> <p>Back to English, instructing individual pupil to bring in homework.</p> <p>Tries to shout things above noise of class in English.</p> <p>Asks individuals some questions, chastises(all in English).</p>		<p>I haven’t done it.</p> <p>Lots of noise.</p> <p>Class momentarily quiet.</p> <p>Lots of noise as pupils pack away.</p>
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The first class to be analysed is a first year German class. Maria starts the class by asking the pupils to settle down and reminding them what they need on their desks. She takes the register and asks the class several times to be quiet, as during this the class is very loud. This takes approximately four and a half minutes and Maria uses the TL for this initial stage of the lesson. Maria then reverts briefly (approx. 1 minute) into English to give detention to three pupils. During the next eight and a half minutes Maria asks questions to the class regarding indefinite articles and cases and how articles change. Apart from a brief question in the TL, this part of the class is conducted in English. During this time, Maria reprimands pupils for behaviour and for shouting out. The flow of the lesson is also interrupted by another member of staff entering the room wanting to speak to some pupils. Despite this, Maria perseveres in trying to explain how the accusative case changes the indefinite article. Although some pupils offer replies, other pupils talk amongst themselves.

Maria then uses the TL briefly again (2 minutes) to instruct the class where to turn to in their books. Although the lesson has now been going on for 15 minutes, the learning intentions have not been given. Maria now tries to give instructions to the class as to the work the pupils must do, starting to explain this in English, but then using a mixture of the TL and English. The pupils are still quite noisy and Maria struggles to make herself heard over the noise, explaining the task in English again before the class set to work. During the next five minutes Maria asks the class in the TL repeatedly to be quiet before telling them in English that they will be writing for the rest of the lesson and stating that this kind of behaviour happens every time. She asks the pupils in the TL to be quiet again, but this has no effect and she then switches back to English to reprimand two boys for their behaviour. Up till now, the class has only had one task to do, individual reading and writing. Maria asks the class in a loud, firm, but quite shrill, voice to be quiet, which seems to have the desired effect. During the next five minutes the class work on the task and Maria explains the task again and directs the pupils to use dictionaries and to miss out parts they do not understand. Maria uses English for this and there is some background chat from pupils as they continue with their work.

The phone rings and Maria goes to answer it, but then asks the class who it was who threw something at her leg. She is quite annoyed by this and gives the class a row before punishing them by giving the pupils the homework to write out three times. This part of the class is conducted in English (approx. 4 four minutes) and the pupils are subdued. During the next three minutes Maria asks the class the answers to questions, but answers them herself without any wait time. This is done in English. Maria spends the rest of the lesson (approx. seven minutes) telling the class that they must write out their homework three times, but has to shout to be heard. This is met with lots of protest, incredulity and complaints from the pupils who become quite noisy and who are only momentarily quiet when Maria threatens that the homework

must be written out *four* times. It is now the end of the class and Maria finishes by asking individuals some questions and reprimanding all pupils. Apart from one sentence and an exclamation in German, the last seven minutes of the class are conducted in English.

The lesson is characterized by Maria finding it difficult to control the class and not managing to get through much work with the pupils. Maria reverts to English for explanations and for classroom management on most occasions and the TL is used very rarely in the lesson. Figure 13 shows graphically the amount of TL and the amount of English used in the lesson.



**Figure 13: Amount of time in minutes of TL and English in Lesson 1 used by Maria**

## Maria - Recording 2

**Table 9: Maria, Recording 2**

**Date:** 18/04/2011      **Class:**S1      **Language:** German

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:02:39	<p>Lots of noise. "Leise bitte, ...Pupil X letzte Warnung...Leise bitte..."[Quiet please...Pupil X last warning...quiet please] Calls register.</p> <p>Pupils chatty.</p>	L2	
00:02:40-00:03:25	<p>"Ok heute machen wir unsere Sprechprüfung...."[Ok, today we're doing our speaking exam] (goes into L1 to check pupil)</p> <p>"...und einige machen die Schriftprüfung."[and so will do their written exam]</p> <p>Then explains in L1 the same.</p>	L2/L1	
00:03:26-00:48:11	<p>Explains others should read for pleasure in silence to allow others to concentrate on test.</p> <p>Shouts "Leise!"[Quiet!]. Then says will give reading mark. Tries to explain same again. Pupils ask about grades in L1. Teacher reads pupils' grades out aloud in class.</p> <p>"Can you please be quiet!" Reads points and grade out for each pupil. Pupils loud in background.</p> <p>'Leise bitte!'"[Quiet please!]</p> <p>When teacher stops talking,</p>	L1	<p>Lots of noise and chat.</p> <p>Very teacher centred.</p>



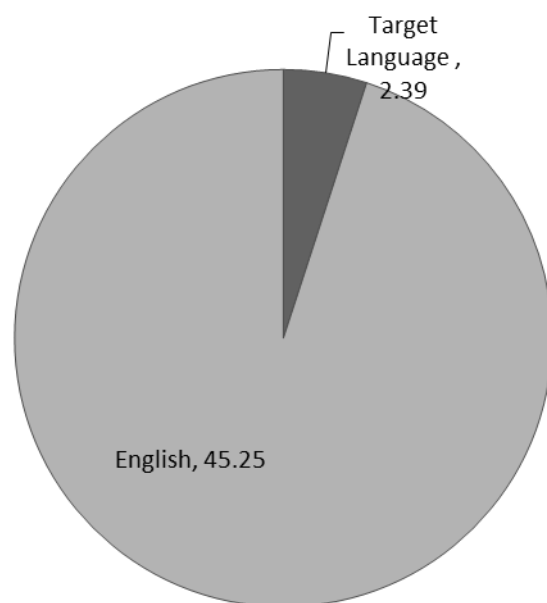
	<p>pupils very loud.</p> <p>Continually asks for quiet.</p> <p>Shouts: “Why are you talking when I am speaking?! Pupil Y, first warning!”</p> <p>“Okay, from now on we are quiet!” Shouts odd names of loud pupils.</p> <p>“Ok alphabetical order now...Sean, bag down....”</p> <p>“Now it’s the 18<sup>th</sup> today, 18<sup>th</sup> of April... Pupil B, outside!”</p> <p>Tells pupils have to just write out the essay they learned over holidays from exercise book.</p> <p>“Ok, can I start? Any volunteers?”</p> <p>Tells class to be quiet and to quietly revise.</p> <p>“Fängst du an?”[Are you starting?] as starts test.</p> <p>First pupil starts speaking test.</p> <p>“Pupil Z, Outside!”</p> <p>“Get your exercise book out!”</p> <p>Tells pupil what should have done and chastises pupils at</p>		<p>Pupils still very chatty.</p>
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	<p>same time. Tells pupil to do writing.</p> <p>Odd word of praise for testee  “Wunderbar!”[Wonderful]</p> <p>Continual checking of noisy pupils.</p> <p>More checking of pupils.  Throws another pupil out.  Class goes quiet.</p> <p>“Ok, who’s next?”</p> <p>Suggests pupil(s) go on YouTube.</p> <p>“Ok, wer ist der nächste, bitte? Wer kommt zum Test?”[Ok, who is next? Who is coming to be tested?]</p> <p>Immediately followed by  “Last warning.”</p> <p>“How often do I have to call out your name, etc...?”</p> <p>Some quiet.</p> <p>“Ok, wer kommt jetzt dran?  [Ok who is next?] Who’s coming next?, and more L1...”</p>		<p>Pupils still very chatty.</p> <p>Should be tidying up class.</p>
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	<p>Class noisy again, chastises class.</p> <p>More testees. "If it doesn't go well, you can do it again." (to testee).</p> <p>Squeezing another one in with 2 minutes to go.</p>		
00:48:12-00:48:47	<p>Shouts: "Ok, now, all books go back into boxes just now, be prepared to finish your tests tomorrow!"</p> <p>Too noisy for pupils to hear, understand.</p> <p>Scolds pupil, tells him why he was in trouble.</p>	L1	Preparation and organisation lacking.

The second class to be analysed is a first year German class. The class starts off noisily with Maria asking for quiet and taking the register in the TL (2.39 minutes). Maria then announces in the TL that the class will be having a speaking test, but interrupts herself in mid-sentence to check a pupil for behaviour, which she does in English, before finishing the sentence in the TL, explaining that some in the class will be doing a written test. She then explains the same in English. Maria explains in English that those not having their speaking test should read for pleasure in silence to allow others to concentrate on the test. She shouts “Leise!” (Be quiet!), then explains in English that she will give back pupils’ reading grades. She does this (in English), but has to repeatedly ask the class to be quiet, who are very noisy. Maria shouts at the pupils to stop talking and shouts individual pupils’ names as reprimands and sends one pupil out of the classroom. She then tells the pupils they must write out the essay they learned over the holidays. Pupils are still very chatty. Next Maria asks for volunteers to do the test and tells the class to be quiet and to revise. After conducting the first speaking test, she reprimands a pupil, who is sent out of the classroom. There are more reprimands and pupils are told what they should have done. There are more reprimands of pupils and a third pupil is sent out of the classroom. Maria suggests that the pupils watch YouTube. Some more pupils have their speaking test, but Maria constantly chastises the class for being noisy. There are a few sentences in German, but for almost 45 minutes of the lesson Maria uses English. In the last 35 seconds of the class, Maria instructs the class to put their books back into the box, to be prepared to finish their tests the next day and scolds a pupil for being noisy. All this time the class is very noisy.

Maria does not achieve her objectives of carrying out speaking tests and having pupils prepare for written tests. The majority of the lesson is spent reprimanding pupils and trying to get the class to work quietly and Student A fails to achieve this. Maria asks the pupils to carry out different tasks (reading for pleasure, revising, watching YouTube) without any clear reason other than it seems to occupy them so that she has peace to carry out the speaking tests. Table 14 shows graphically the amount of TL and the amount of English used in the lesson.



**Figure 14: Amount of time in minutes of TL and English in Lesson 2 used by Maria**

## Maria - Recording 3

**Table 10: Maria, Recording 3**

**Date:** 18/05/2011      **Class:** 1GL2      **Language:** German

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:03:42	“Was machst du in den Ferien?” [What do you do in the holidays?] Seems like class is just arriving. Talks in L1 to pupils.	L1	Very noisy. Difficult to know what is happening.
00:03:43-00:06:23	“Ok, leise, bitte! [Ok, quiet, please!] Stephen!” Pupils very noisy.  “Auf deutsch, bitte!”[In German please!]	L1	Pupils totally disregarding teacher and talking amongst selves.  Teacher does not wait for silence before talking/shouting.
00:06:24-00:08:08	“Ok, I want to hear the last few presentations about your school uniforms...”  “Ok, presentations, then we are going to start a new unit, well not a new unit, we’re going to continue...”  Some instructions as to activities.  Ok, to start off now with a really quick starter” (shouting).	L1	No learning intentions given.
00:08:09-00:15:18	Shouting: “Ok, leise, bitte...ganz schnell, ganz schnell, wie spät ist es...”[Ok, quiet,please...very quickly, what’s the time?] Weather	L2/L1(mainly L1)	Pupils very noisy.

	<p>questions. “Ok, into your exercise books write it down, you’ve got the date...”</p> <p>Says date in L1. “Quickly. Schnell und leise.”[Quickly and quietly]</p> <p>Asks(L1) if anyone has seen lost ruler, describes it, pupils answer in L1.</p> <p>“Right quick register while you’re doing your work.” Interrupted by pupil needing paper. Says she’ll put on German music(months practice) and does so and sings on.</p> <p>Pupils loud and not really singing along.</p> <p>“Cameron and I are the only ones singing.” Lots of noise in background.</p>		Lots of code-switching.
00:15:19-00:17:57	<p>Asks time in TL(has to shout), but pupils not really listening, rather chatting noisily.</p> <p>Gets answer. Scolds 2 pupils for talking. Having to shout over pupils all the time.</p> <p>Gives class a row. Threatens to send pupils out. Pupils go a bit quieter.</p>	L1	
00:17:58-00:20:57	<p>“Ok, who is left for presentations?”</p> <p>Leise, bitte! Pupil C, genug!</p>	L1/L2	Code-switching.

	<p>Letze Warnung!"[Quiet, please! Pupil C, last warning!]</p> <p>"This is the last time I'm telling you"</p> <p>"Who has not done the presentation...?"</p>		
00:20:58-00:22:27	<p>Starts to give instruction to class to compare presentations, but interrupts self to send pupil outside and scolds. Gives pupil work to take with him.</p> <p>"Now, who can tell us...?"</p>	L1	
00:22:28-00:26:35	<p>Answers in German, looking at indefinite article and definite articles.</p> <p>Some quick explanations of grammar in L1.</p>	L2	
00:26:36-00:35:25	<p>Says they should copy down. Gives instructions how to do task.</p> <p>"Let's compare this...."</p> <p>Goes over pronunciation and gives tips in English. Odd question, comment in TL.</p> <p>Lots of pauses with pupils non-engaged and very noisy.</p>	L1	Teacher always has to shout over noise to be heard.
00:35:26-00:45:47	<p>"Was trinkt man bei der Harry Potter première?"[What do you drink at the Harry Potter première?]</p> <p>Explains grammar points in L1.</p>	L2/L1	<p>Lots of noise. Teacher constantly asking for quiet and being ignored.</p> <p>Pupils off-task and talking</p>

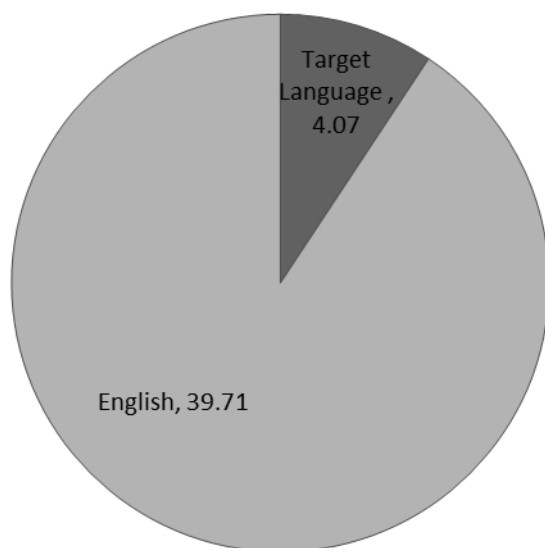


	<p>Answers questions in L1.</p> <p>“Leise, bitte! ...”[Quiet, please!...]</p> <p>Tells pupils to be quiet (L1)</p>		amongst themselves.
00:45:48	<p>“Now, your last task today.”</p> <p>“Ok, very quickly, I’m going to give you 4 new words and you’re going to tell me what you’re going to wear to the Harry Potter Première.” Has to shout over the noise. To say this you say ... and gives the German structure. Pupils to repeat. Pupils to write this down.</p> <p>Pupil: “Can I have another piece of paper”</p> <p>Shouts instruction that pupils to finish for Monday. Tells them to make a start.</p> <p>“Ok bitte anfangen”, [Ok, start] then immediately; “X collect in the books.”</p> <p>“Ok, everybody out, Auf wiedersehen, auf wiedersehen!”[Bye, bye!]</p>	L1	Pupils very noisy.

The third class to be analysed is a first year German class. This class starts off (00:00:00-00:03:42) with Maria asking the class “Was machst du in den Ferien?”(“What do you do in the holidays?”). These are the only words in the TL at this point and it is not certain why the question is being asked, as the class are arriving and it is very noisy. Maria tries to get the class to be quiet, but the pupils disregard her totally. No learning intentions are given and Maria tells the class that she would like to hear their presentations about school uniforms and that afterwards they will start a new unit. The next seven minutes Maria tries to ask the time, ask about the weather and tries to calm down the class who are quite noisy. This is done in a mixture of the TL and English, before she asks about a lost ruler, tries to do the register and puts on German music, all explained in English. She tries to get the class to sing along to a weather song in German, but only one pupil does so. It is now 15 minutes into the lesson and Maria tries to get the pupils to tell her the date and time, but she cannot make herself heard over the noise the pupils are making, who are clearly not paying attention. Maria scolds two pupils for talking and then scolds the whole class. She

threatens to send a pupil out of the classroom and the pupils are a bit quieter. Maria spends the next three minutes trying to find out who has not done the presentation yet, asking questions in English, interrupting herself to tell pupils in German to be quiet. Maria elicits some answers in German to questions about the definite and indefinite article, then explains grammar in English (four minutes). Maria then gives instructions on how to do the task and gives tips in English. There is the odd comment and question in the TL, but there are lots of pauses as the pupils are disengaged and very noisy and Maria has to shout over the pupils to be heard. She then asks in German “Was trinkt man bei der Harry Potter premiere?” (“What do you drink at the Harry Potter premier?”) and then explains grammar points in English and answers questions in English (10 minutes). The only German used at this point is “Leise, bitte!” to try to quieten the pupils, but the pupils are off-task and talking amongst themselves and this has no effect. Towards the end of the lesson Maria gives a “last task” and tries to explain the structure, which pupils have to write down. Pupils are very noisy and she shouts an instruction that pupils need to finish for Monday. She then tells the pupils to make a start “Ok bitte anfangen.”, but then immediately asks a pupil to collect in the books and says “Ok, everybody out, auf wiedersehen, auf wiedersehen!”.

Maria does not seem to manage to get through any work with the pupils. The lesson appears disorganised, without structure and is characterised by a lack of control on the part of Maria and noisy disinterest from the pupils. Table 15 shows graphically the amount of TL and the amount of English used in the lesson.



**Figure 15: Amount of time in minutes of TL and English in Lesson 3 used by Maria**

## 7.3 Analysis of recordings of Callum

Callum was placed in a large comprehensive school in northeast Scotland serving an area of mainly owner/occupier housing.

**Table 11: Callum, Recording 1**

**Date:** 15/12/11    **Class:** 2GM6    **Language:** German

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:02:08	Calls register."Right Pupil D, pupil E, etc...Pupil F, sorry. Right, exercise books out, copy the date, please and the title. Können Sie das runterschreiben?" [Can you drink that down?] "Write it down."	L1	Lots of background noise.
00:02:09-00:04:19	<p>"Okay, second years. Right, today we'll be looking at Was hast du gemacht?"[What did you do?] "So, what did you do, so talking about the past tense, okay? Continuing what we were doing the last lesson. Our aims are... saying what you did using the perfect tense..."</p> <p>"So, was hast du gemacht, okay? Fertig?"[So, what did you do? Ready?] "Has everyone got that down? Super! So, using a dictionary and your knowledge, use your vocab exercise books, I'd like you to try and translate those, please... Translate those. If you need a dictionary, up you come."</p> <p>"You were doing well yesterday, you're doing well</p>	L1	<p>Code-switching</p> <p>Lots of background noise.</p>

	today. Keep it up.”		Lots of background noise, and all in English.
00:04:20-00:04:30	“You write down in your exercise or vocab...”	L1	Lots of background noise, and all in English.
00:04:31-00:09:39	<p>“Second years, I’ve put an example up on the blackboard.”</p> <p>Explains how to look up words.</p> <p>“Ihr habt fünf Minuten. You’ve got five minutes.”</p> <p>More instructions in English.</p> <p>“Fünf Minuten noch.”[Five minutes left.]</p> <p>Confirms answers as he goes round class helping.</p> <p>Explains re youth hostelling.</p>	L1	<p>Lots of background noise, and all in English.</p> <p>Still lots of background noise, and all in English.</p>
00:09:40-00:11:19	“Right, second years, danke schön! Können wir zusammen korrigieren?”	L1	

	<p>thank you. Can we correct it together? Can we go over them together?”</p> <p>Asks individual pupils for translation of German words...</p> <p>“Right have you got those down? Alles runtergeschrieben?”[Everything written down?]</p>		
00:11:20-00:16:00	<p>“Jetzt macht ihr Aufgabe eins.”[Now we’re doing exercise one.] “Okay, so exercise one on page, Seite 10”[Page 10], “so page 10”(having to shout over the noise).</p> <p>Gives instructions for task, matching up pictures. Tells some pupils individually.</p> <p>“You just write Eins Hotel...”[One, hotel]</p> <p>“We’ll go over them in a minute.”</p> <p>“Fertig?” [Finished] “We’ll go over them in 30 seconds.”</p>	L1	<p>Lots of background noise.</p> <p>Code-switching.</p> <p>Lots of background noise.</p>
00:16:01-00:19:00	<p>“Okay, year 2. Können Sie bitte zuhören?”[Can you please listen?] “Can you listen up?”</p> <p>Goes over answers, “Cameron, Nummer eins..?”, etc[Number one]</p> <p>“It says it in the little sign.”</p>	L2/L1	Code switching

	<p>“Könnten Sie das bitte runterschreiben?”[Can you please copy that down] “I’d like you to copy that down. And translate it into English okay. Right, so I’d like you to copy that down in your exercise exercise book and translate those sentences into English.”</p> <p>“You should know what that means...we’ve just been over that...”</p>		<p>No evidence of looking at perfect tense, as specified in lesson aims.</p> <p>Seems to be vocab/dictionary exercises and nothing else.</p>
00:19:01-00:25:37	<p>“Okay, shhh, Pupil G, can we go over the first one? So, what would the first one mean? Ich habe in einer Ferienwohnung gewohnt. [I lived in a holiday apartment.] We’re talking about living in places, so what do you think that means?”</p> <p>Gives answer.</p> <p>“If you’re confused, look at...”</p> <p>“So, I’d like you to copy these down in German and translate them as well. Great, off you go!”</p> <p>“Fünf Minuten, fünf Minuten!”[Five minutes, five minutes!]</p> <p>Checks one or two boys, tells them to copy from board and to see him at end</p>	L1	<p>Just vocab exercises and going over if pupils got these right. Same exercise ALL lesson so far.</p> <p>Pupils noisy, teacher having to speak quite loudly over pupils.</p>

	<p>of lesson.</p> <p>Hang on a second, okay...(to individual).</p> <p>Goes round and helps individuals.</p> <p>“Ok, habt ihr das runtergeschrieben?” [Have you written that down?] Have you written that down?</p> <p>“Fertig? Super!”[Finished? Super!] to one pupil. Immediately after, another pupil asks what we have to do. Teacher tells pupil to copy down sentences and translate.</p> <p>“Eine Minute noch!”[One minute left!] One minute!</p> <p>More help round class in English.</p>		<p>Pupils noisy, teacher having to speak quite loudly over pupils.</p>
00:25:38- 00:34:41	<p>“Right, shhhh, second years, you should have that! Copy down, okay? If you haven’t, have a look at your neighbour., okay? Then, I’d like you...and there’s some more important vocab you’ve been using, I expect you to copy that into your vocab exercise books.”</p>	L1	<p>Lots of very loud noise.</p>

	<p>Says same to individuals. I haven't got my vocab exercise book.</p> <p>“ Do it in your exercise exercise book.”</p> <p>“Eine Minute noch, okay?!”[One minute left, ok?!]</p> <p>“Dreißig Sekunden!” [Thirty seconds]30 seconds. “Get that down.”</p> <p>“Okay, jetzt machen wir weiter!”[Ok, let's continue!]</p> <p>“Okay, jetzt machen wir weiter!” [Ok, let's continue!](louder).</p> <p>“Moving on!”</p> <p>“Exercise four!”</p> <p>“Aufgabe vier, Seite elf, okay?”[Exercise four, page eleven, okay?]</p> <p>Question from pupil – “Yeah, kein Problem.”[no problem]</p> <p>“Break down the sentences and write them into your exercise books correctly. So you're breaking down those sentences. Okay, there's one piece of text here. You have to ...break it down, okay, so you have to make a correct</p>		<p>Pupils noisy, teacher having to speak quite loud over</p>
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	<p>sentence.”</p> <p>“Okay, off you go.”</p> <p>“So you’re rewriting those sentences correctly.”</p> <p>“Right, you’re on the wrong page,…”</p> <p>“If you don’t finish these now, you’ll be staying in at break to do it. So it’s up to you.”</p> <p>Instructions reiterated.</p> <p>Odd responses to individuals.</p> <p>“Ich habe eine Jacke gekauft. What’s gekauft mean?”</p> <p>“Right, there’s some of the words if you need the translation!”</p> <p>“Pupil H, finish this at break now…”</p> <p>To pupil: “What do you think that would be..?”</p> <p>“Yip, so I want you to write it out correctly.”</p>		<p>pupils.</p> <p>Protests of unfair from pupil over teacher’s words.</p>
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	<p>“Yip!”</p> <p>To pupil: “What I would like you to try, okay, matching up the correct words in English...”</p>		
00:34:42-00:36:33	<p>“Okay!Shhhhh!Pupil I! Girls! Right, Pupil I, kannst du mir Nummer eins sagen?” [Pupil I, can you say number one?] “Number one?”</p> <p>Pupil I answers.</p> <p>“Second years, you’ll be staying in at break!”(threat to quell noise).</p> <p>“Nummer zwei, bitte, Pupil J!”[Number two, please, Pupil J]</p> <p>Pupil J answers.</p> <p>“Super! Number three, Pupil K, Nummer drei, bitte.”[Number three, please]</p> <p>Pupil K: “Ich habe eine Jacke gekauft.”[I bought a jacket.]</p> <p>Teacher: “Yip. Ich habe eine Jacke gekauft.”[I bought a jacket.]</p> <p>“Pupil L, Nummer vier!” [Number four.]</p> <p>Pupil L replies.</p> <p>Teacher: “Super! Nummer fünf, Pupil M! Nummer fünf, bitte!”[Number five, pupil M, number five, please!]</p> <p>Pupil M replies.</p>	L1	

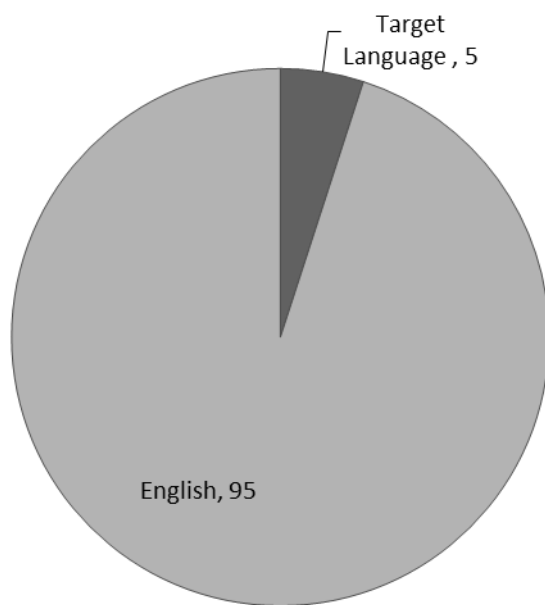
	<p>Teacher: "...the whole sentence. And then, Pupil N, Nummer sechs, bitte!" [Number six, please!]</p> <p>Pupil N replies.</p> <p>Teacher: "Ich habe ein Buch und Bonbons gekauft." [I bought a book and sweets]</p> <p>"Danke Schön!"</p> <p>"Right!" (Pause). "Okay! Shhhh! If you've finished, you can pack up, please!"</p> <p>"Okay, pack up!"</p>		<p>Pupils noisy, teacher having to speak quite loud over pupils.</p>
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The first class to be analysed is a second year German class. Callum starts off the lesson by calling the register, asking a pupil to hand out the exercise books and telling the pupils to copy down the date and the title of the lesson. This is all done in English, apart from saying in German "Können Sie das 'runterschreiben?" ("Can you copy that down?"). Then he explains in English that the lesson will focus on talking in the past tense. He asks the pupils to use their dictionaries and vocabulary exercise books to try and translate sentences. He mentions an example he has put on the board, explains how to look up words and tells the class how long they have to complete the task before going round and helping individual pupils. This is all done in English (00:04:31-00:09:39), apart from saying the sentence in German "Ihr habt fünf Minuten." ("You have five minutes."). The pupils make a lot of noise in the background throughout. Callum then goes over the answers in class asking pupils for translation of German words. This is followed by instructions for exercise one. Apart from five sentences in German, these next twelve minutes are carried out in English. Callum goes over answers again and sets pupils off to translate again. Some pupils need help and one pupil has finished where another one has not even started. The next nine minutes Callum gives more instructions about completing the task, often repeating himself to the whole class and to individuals. One pupil says he does not have his vocabulary exercise book, which is evidence that he has not started the task yet, even though the class has been going for at least 25 minutes. One pupil is on the wrong page and Callum tells him he will be staying in at break if he does not finish soon. A

second pupil is told to stay in at break to finish his work. Everything is conducted in English apart from six sentences of instructions in German. Pupils are still very noisy.

The last two minutes Callum asks pupils to give him the answers to the six questions. This is done very quickly and Callum interrupts this to threaten the whole class in English that he will keep them in at break as they are so noisy. He does not do this, however, and immediately after question number six has been answered he tells the pupils to pack up and the lesson ends there.

The lesson does not seem to have a clear plan and the objective of talking in the past tense does not appear to have been met, apart from written practice of this. The sum total of work achieved is the writing out in German of six sentences in the past tense, although a lot of the class are off task and talking amongst themselves, while Callum struggles in vain to maintain discipline. There is very minimal use of the TL illustrated in the chart below.



**Figure 16: Amount of time in minutes of TL and English in Lesson 1 used by Callum**

**Table 12: Callum, Recording 2**

**Date:** 19/04/11    **Class:** S4    **Language:** German

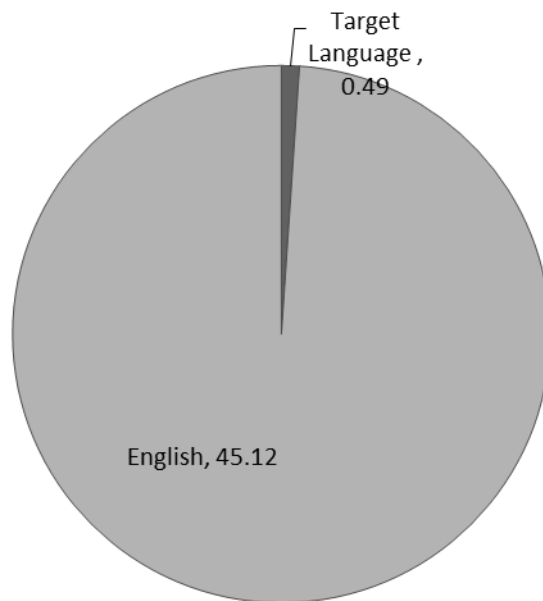
Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:05:45	<p>“Right you will need your exercise books as well, as always.”</p> <p>Checks a pupil’s attendance.</p> <p>“No, I’m not letting you out.”</p> <p>“Right we have 2 powerpoints to watch today. Is Pupil A in today?”</p> <p>“The rest of you, can you get the sheets out.”</p> <p>Lots of class management, talks about test tomorrow.</p> <p>“Have a seat and listen to Pupil B’s presentation...”</p> <p>Pupil B presents on self in TL.. Class quiet.</p>	L1	
00:05:46-00:06:34	<p>“Wieviel Taschengeld bekommst du, Pupil B?”[How much pocket money do you get, pupil B]</p> <p>Other questions and comments in TL.</p> <p>“You’ll need to log off...”</p>	<p>L2</p> <p>L1</p>	
00:06:35-00:12:58	<p>Tells class they’ll all need paper. To get exercise books from box.</p> <p>Tells Pupil C she’ll need to do role play tomorrow.</p> <p>“Jackets off!”</p> <p>Tells pupils to read through three conversations. Gives</p>	L1	

	<p>10 mins to answer 8 questions. Can work with partner, make notes, take home to practice.</p> <p>Checks pupils for talking.</p> <p>“You can make your own role play.”</p>		
00:12:59-00:32:25	<p>Does role play practice (on hotels)with pupils outside.</p> <p>(But beckons pupils and explains task in L1)</p> <p>Tells class to write own role-play.</p> <p>Gives pupil advice on role-play.</p> <p>Praise given.</p> <p>Gives advice on role play.</p>	L2/L1	
00:32:26-00:45:12	<p>To class: “Right, I think quite a few of us need to do a lot of work on this...”</p> <p>Says they’ll get through all of them already. Argues with pupil that it is not a new topic.</p> <p>Explains technique for role play again.... “All you have to do is memorize a few phrases...” Asks next pupil out, who doesn’t know very much. Explains and helps while doing practice.</p>	L1	

The second recording to be analysed is a S4 German mixed ability class. Callum starts the class by dealing with a lot of classroom management. He tells the class they will be watching two Powerpoint presentations and that they should listen to pupil X doing a presentation. No learning intentions are given and the first six minutes of the lesson take place in English. Pupil X does her presentation and Callum asks some questions. This is about one minute and is done in German. The next two minutes are used for more classroom management in English, followed by instructions to the class that they have ten minutes to

answer 8 questions, can work with a partner and take home to practise. Some pupils are reproached for talking and the pupils are told to make their own role play. Callum then practises role plays outside with pupils while the class continue with their work in the classroom. Pupils are told to write down their role plays and are given advice. This section of the class is circa 20 minutes long and is in a mixture of German and English, German being used in the role plays and English for explanations and classroom management. The last 13 minutes of the class are spent explaining the techniques for role play. Callum explains that all the pupils need do is to memorise a few phrases. Some time is spent arguing with a pupil and the last few minutes of the class a pupil is asked out to do his role play, but does not know a lot, Callum explains and helps for a short time.

This lesson seems to consist of pupils revising on their own or in pairs for role plays which they then practise outside the classroom with Callum.



**Figure 17: Amount of time in minutes of TL and English in Lesson 2 used by Callum**

**Table 13: Callum, Recording 3****Date: 24/06/11    Class: S2        Language: German**

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:05:59	<p>“Right in you come, guys, I’ll tell you what’s happening...Ok Hefte raus, setzt euch bitte hin, etc...”[Ok, exercise books out, sit down...].”Ok, you won’t be doing the test..”</p> <p>Explains, translates a verb for pupil.</p> <p>“How long have you been on report...?”</p> <p>Explains no test, next period, will continue work. Mixture of German/English (mainly English), exercise books out!, etc.</p> <p>Threatens keeping in at lunchtime.</p> <p>Gives date in TL, then straight into L1, same with title.</p>	L1	Pupils very noisy.
00:06:00-00:09:14	<p>“What I’d like you to do now, individually, there should not be any talking...”</p> <p>“Can you put German cities in alphabetical order?...Kannst du die Städte alphabetisch ordnen” [Can you put German cities in alphabetical order?]</p> <p>“Ruhig.” [Quiet]”There shouldn’t be any talking”</p> <p>“Eine Minute vorbei, so drei Minuten, three minutes.”[One minute over, so three minutes...]</p>	L1	Lots of code-switching
00:09:15-	Goes over, asking pupils for	L1	Code-switching.



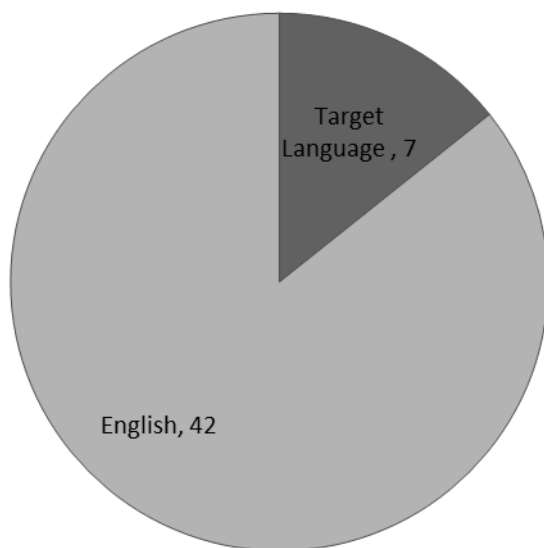
00:10:39	the answers.  “Let’s have a look. Nummer drei...”[Number three...]		
00:10:40- 00:11:38	“Hände hoch wer alle richtig hat...”[Hands up who got them all right...] “Hands up who got them all right!”	L2/L1	Code-switching.
00:11:39- 00:23:12	<p>“Ok, I know you’ve been over this already...” Revisit.</p> <p>Asks questions re domicile in TL.</p> <p>Replies from pupils in TL.</p> <p>“What’s a Dorf?”</p> <p>Asks to copy in exercise book.</p> <p>Tells to copy down in exercise book in English and in German. (L1)</p> <p>Goes over the answers in English. “How do you say that in German.</p> <p>“Write this down!”</p> <p>“I live on the country...auf is on...”</p> <p>“What would....be?”, etc.</p>	L1/L2	Very teacher centred. Code-switching.
00:23:13- 00:33:51	<p>“Ok, so this is what we should have written down for today, Aufgabe eins...” [Exercise one...] “Exercise one for today, I would like you to open your Echo books to page 78...”Echobücher auf Seite...” [Echo books to page...]”Echo books to page...Not to start yet...”</p> <p>Explains task to write six sentences changing to 3<sup>rd</sup></p>	L1	Lots of code-switching, but mainly L1.

	<p>person.</p> <p>“So for he, use ‘er’...for she use ‘sie’...”</p> <p>“Ihr habt dafür...[You have...]” then L1...</p> <p>Pupils start task, teacher goes round and helps pupils, explaining in L1.</p>		
00:33:52-00:38:33	<p>“Ok, can we listen up, please, 2<sup>nd</sup> years?...”Können wir bitte zuhören?...[Can we please listen?...] “Can we listen up, please...? So, pens, Stifte, runter...”[Pens down...] “Pens, down, right...”</p> <p>Goes through answers.</p> <p>“You should be checking, writing down...”</p> <p>“Nummer zwei, bitte” [Number two, please] Pupil gives answer.</p>	L1	
00:38:34-00:42:00	<p>“What I would like you to do...”</p> <p>Pupils to write paragraph about themselves.</p> <p>“What is Geburtsort, [What is birthplace] etc?” Tells them to write about hobbies, pets, characteristics, etc.</p> <p>Tells them they’ll be writing this next year, too, an essay about themselves.</p> <p>L1 questions from pupils, answered in L2.</p>	L1	

The third recording to be analysed is a second year German mixed ability class. Callum spends the first six minutes explaining in English what the class will be doing. He brings the class in and immediately says “I’ll tell you what’s happening...” He tells the class they will not be doing the test. There are no learning

intentions given and the pupils are very noisy, so Callum has to shout to make himself heard. He threatens to keep the class in at lunchtime, then gives the date in the TL, which he immediately translates into English, the same with the title of the exercise. Callum tells the class they have three minutes to put the cities into alphabetical order, as well as telling them to be quiet. This is done in a mixture of English and German, but mainly English. The next 14 minutes are spent going over the answers to the questions, which is done a lot through translation and there is a lot of code-switching. After this Callum gives the pupils another task to do, changing six sentences to the 3<sup>rd</sup> person in German. As the pupils do the task, Callum goes round the class and helps individual pupils. Apart from a few words in German, Callum uses English during these ten minutes. After this, Callum spends five minutes going through the answers with the class. This is done in English. For the last three and a half minutes of the lesson, Callum tells the class to write a paragraph about themselves. He answers questions in German, but most of this last part of the lesson is in English.

There are a few tasks in this lesson and these consist of the pupils working on exercises and going over the answers with Callum. The class is very noisy, forcing Callum to shout sometimes to be heard.



**Figure 18: Amount of time in minutes of TL and English in Lesson 3 used by Callum**

## 7.4 Analysis of recordings of Nadine

Nadine was placed in an independent boys' school in central Scotland serving an area of mainly owner/occupier housing.

**Table 14: Nadine, Recording 1**

**Date:** 17/12/10    **Class:** S2    **Language:** French

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00-00:01:18	Settling class  Introducing the topic. "On va travailler pendant 30 minutes, et puis on va faire la fete." [We're going to work for 30 minutes and then have a party.]	L2	Pupils noisy, not listening, talking over teacher.
00:01:19-00:03:02	Reacts to Cameron's booze comment "Are you joking, Cameron?" Then break with lots of pupil noise.	L1	Reaction to pupil bravado in L1.
00:03:03-00:05:17	Settles class, calls register.	L2	Pupils very noisy.
00:05:18-00:05:46	Asks 3 pupils to move to other side of room.	L1	Is this a discipline procedure? Pupils questioning decision amongst themselves, still very noisy.
00:05:47-00:06:59	Instructions in English "In your home file, etc"	L1	Is it too difficult to maintain control in TL? Does Nadine think pupils do not understand?
	"The rest of you on va faire..."[we're going to...]	L1/L2	Code switching.
	Question from pupil in L1		

	answered in L2	L2	
00:07:00-00:10:37	<p>Asks pupil to read. Pupil reads passage in L2.</p> <p>Reads sentence in L2, asks “What does that mean? Qu’est-ce que ça veut dire?”[What does that mean?]</p> <p>Pupil translating into English. Some teacher comments in English and French.</p> <p>Instructions in French, but some praise in English.</p> <p>Copiez le tableau et dépêchez-toi!” [Copy the table and hurry up]</p> <p>Pupil asks “Is it about peaches?”</p>	<p>L2</p> <p>L1/L2</p> <p>L1/L2</p> <p>L1/L2</p>	<p>Pupils noisy and not listening to teacher.</p> <p>Pupil confuses dépêche (hurry) with des pêches (some peaches).</p>
00:10:38-00:10:48	Cajoles class in L1	L1	Pupils very familiar with teacher, wasting time. Noisy pupils.
00:10:49-00:11:20	Instructions about copying the table in L2	L2	Noisy pupils.
00:11:21-00:12:20	Still explaining. “It is plural, Cameron.”	L1/L2	Code switching
00:12:21-00:12:33	<p>“Okay, on va commencer.”[Okay, we’re going to begin.]</p> <p>French tape playing.</p>	<p>L2</p> <p>L1</p>	<p>Pupils noisy throughout.</p> <p>Pupils shout out what they hear in English.</p>

	<p>“We are listening to...”</p> <p>Still listening to tape.</p>		
00:12:34-00:15:13	<p>Asks questions in L2 on tape content.</p> <p>Gives answers in L2.</p> <p>Asks more questions in L2.</p>	L2	Pupils shout out answers in English.
00:15:14-00:16:36	<p>Announces ex. 3</p> <p>“What do we have to do?”</p> <p>Question in French, explains and gives instructions in English.</p>	<p>L2</p> <p>L1</p> <p>L2/L1</p>	Pupils still chatty.
00:16:37-00:18:38	<p>Tape plays</p> <p>“So you’ve got the starter, here comes the main course.”</p> <p>Instructions in L1.</p> <p>“So, you should have main course and vegetable done.”</p> <p>Questions from pupils in English and replies in English.</p>	<p>L1</p> <p>L1</p> <p>L1</p> <p>L1</p>	Still background chat.

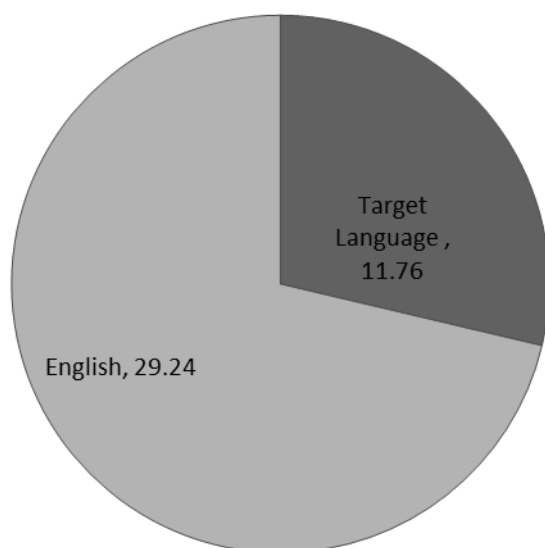
00:18:39- 00:20:38	Questions on text in L2(paraphrased in English, then explanation in English of situation in text again)  Questions in French.	L2  L1  L2	Code switching  Pupils noisy.
00:20:39- 00:24:00	New activity. “Qui veut être le serveur?” [Who wants to be the waiter?]	L2	Pupils noisy and shouting out.
00:24:01- 00:26:22	Explanations in English	L1	
00:26:23- 00:26:58	“What I want you to do in your exercise books...”  “When you get this done, we can have our party.”  Task explained in English.  Pupil: “Can we listen to music?”  “Okay, very lightly.”  “Who didn’t get chance to read yesterday?”	L1  L1  L1  L1	Pupils very noisy and shouting out.  Is the teacher getting tired?

The first class to be analysed in a second year French class. Nadine starts the class in French by introducing the topic. She tells the class that they will be working for 30 minutes, then they will have a party. The pupils, however, are noisy, not listening and talking over Nadine. This is followed by a short rebuke to a pupil in English who has made a comment about alcohol. Nadine then tries to settle the class and call the register, which she does in French, before asking three pupils in English to move to the other side of the room because of their behaviour. She then gives some instructions to the class in a mixture of

French and English and answers an English question from a pupil in French. Nadine asks a pupil to read a passage in French. There is a lot of code-switching as she uses both French and English to ask questions and to comment on pupil translations. There is more code-switching and more instructions over the next two minutes as Nadine introduces the next task about listening to a tape, then brief questions and answers in French (circa one and a half minutes), which are mostly shouted out. Exercise 3 is announced and Nadine asks questions in French, but gives the class instructions in English. The next five and a half minutes the tape is played and Nadine asks questions in French, which she paraphrases in English. Another activity is introduced in French, followed by explanations in English.

Nadine explains the next task and says that when finished the pupils can have a party. She allows the pupils to listen to English music while they copy out a menu. Then pupils are chatty and Nadine threatens to turn the music off. Pupils continue to be chatty and Nadine urges them to finish the task. There are more explanations and homework to be done over the Christmas holidays is given out. The last 24 minutes Nadine uses English.

The tasks in this lesson are characterized by translation-type exercises, which is not dissimilar to Nadine's use of language, where the use of French is always translated into English, although the predominant language used is English, as illustrated on the chart below.



**Figure 19: Amount of time in minutes of TL and English in Lesson 1 used by Nadine**



**Table 15: Nadine, Recording 2**

**Date:** 21/04/11 **Class:** S2 **Language:** French

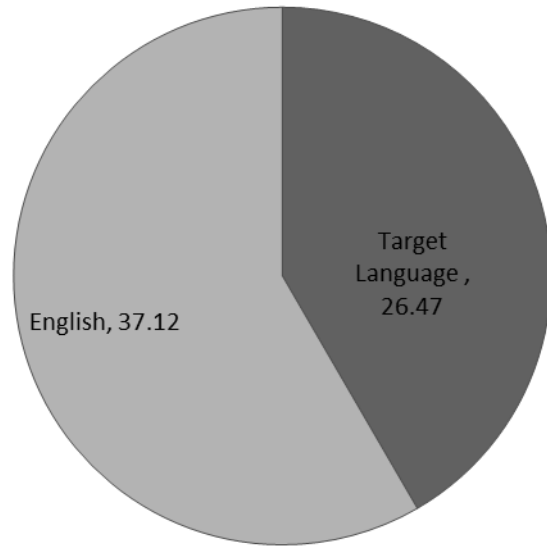
Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:06:24	<p>“Bonjour...”[Hallo...] then long silence, giving back exercise books. “Asseyez-vous!” [Sit down!]</p> <p>“Ok, bonjour la classe, vous avez passé de bonnes vacances?” [Ok, hallo, class, did you have a good holiday?] Pupils answer.</p> <p>Does register. Weather.</p>	L2	<p>Pupils asking what others got in test.</p> <p>Pupil asks “What does that mean?”</p> <p>You missed out my name. I didn’t get my exercise book back.</p>
00:06:25-00:20:19	<p>“Ok, très important.” [Ok, very important] “Exam dates, ok,” ...hands out preparation sheet and goes over what have to write for writing exam, 120 words and gives details of what will get them marks. Tells pupils about which lines to write, leave a space.</p> <p>Then explains the speaking exam, what it is about and what they have to do.</p> <p>I’m going to give you useful vocab...in exercise books..</p> <p>“Ok, I have something important I want you to listen to ...”</p> <p>Talks about the Listening exam and says where to find</p>	L1	<p>Pupils speaking amongst themselves in English.</p> <p>Pupils ask teacher questions about exam in L1.</p> <p>Again questions about exam in L1 from pupils. Still some pupils chatty.</p> <p>Again pupil requests test back.</p>

	<p>what to revise.</p> <p>Says where grammar and vocab is. Test is in 3 weeks.</p>		Pupils ask questions in L1.
<b>00:20:20-00:25:15</b>	<p>“Ok, on va parler des vacances de Pâques. Quelles sont les vacances de Pâques en anglais?” [Ok, we’re going to speak about the Easter holidays/ What are les vacances de Pâques in English?] Pupil gives reply in L1. Asks questions about Easter holidays.</p>	L2	Pupils replying in TL, but lots of background noise in L1.
00:25:16-00:32:25	<p>Talks about the topic, what will come up, then carries on asking questions in TL. Explains some things in English.</p> <p>“Vous allez répéter, ok.” [You’re going to repeat, ok.] Pupils repeat words from tape.</p>	L1/L2	<p>Pupils noisy and reply in L1.</p> <p>Lots of noise and teacher struggles to be heard above noise. Difficult to hear tape.</p>
00:32:26-00:34:21	<p>“Ok, ouvrez vos cahiers de vocabulaire...” [Ok, open your vocabulary exercise books...] Pupils have to write title Les vacances de Pâques[Easter Holidays]</p>	L2	
00:34:22-01:03:34	<p>Gives a pupil a row and threatens detention. More questions and explanations in L1. Goes over. Gives more explanations of work. Pupils have to write 5 sentences. “How do I say...”</p> <p>Teacher lets pupils work and goes round class to help.</p> <p>“If you have just come back, you carry on with the 5 sentences.”</p>	L1	<p>Pupils reply in English.</p> <p>Pupils quite noisy.</p> <p>Can we listen to music?</p>

	Pupils reminded to be on task.		How do you say 'last Easter'?
01:03:35	"Ok, rangez vos affaires!" [Ok, pack up!] Pupils chatty, pack up and bell rings.	L2	No review at end.

The second recording to be analysed is a second year French class. Nadine spends the first six and a half minutes of the class giving back exercise books, doing the register and asking pupils about the weather and their holidays. This all takes place in French. The next 14 minutes Nadine devotes to talking about the pupils' exams. She does this by handing out a preparation sheet and going over what pupils have to write for their writing exam. She mentions what will get them more marks and tells pupils what they should write. She then explains the speaking exam and what they have to do and gives the pupils vocabulary to write in their exercise books. Lastly, Nadine talks about the listening exam, and says where to find what to revise and that the test is in three weeks. This section of the class explaining the exams lasts approx. 15 minutes and is conducted entirely in English. During this some pupils are quite chatty and talking amongst themselves. Nadine then spends the next five minutes asking the pupils questions in French about the Easter holidays. Pupils reply in French, although there is still lots of background noise in English. Nadine talks in English about what will come up in the topic and then carries on asking questions in French for the next seven minutes and asks the pupils to open their exercise books and write the title of the exercise. As the pupils start their work, Nadine gives a pupil a row and threatens him with detention. She then asks more questions and gives explanations in English. The pupils work and Nadine goes round the class and helps individuals. This lasts 25 minutes and is conducted in English. Pupils are told in French to pack up shortly before the bell rings for the end of the lesson.

This lesson consists of mainly instructions and advice on how to prepare for forthcoming tests. Nadine asks questions for language practice, but the majority of work the pupils do is writing sentences. Very little French is used in the lesson, as illustrated on the chart below.



**Figure 20: Amount of time in minutes of TL and English in Lesson 2 used by Nadine**

**Table 16: Nadine, Recording 3**

**Date:** 02/06/11 **Class:** S2 **Language:** French

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:12:38	<p>“Most of you did quite well on... the class average was...” Giving back test.</p> <p>Goes over test answers.</p> <p>Talks over allocation of marks.</p> <p>“You’ll need to talk to X, as I don’t know how she marked it.”</p>	L1	<p>No objectives stated. Straight into giving back test.</p> <p>Pupils talking out and giving their versions of answers.</p> <p>Pupil “What did you get?”</p>
00:12:39-00:54:57	<p>“Right, I’m going to leave them with you...stick into exercise book.. Right this is a list of vocabulary from the Listening..” Pupils to write in English, cut out and stick in exercise book.</p> <p>Pupils spend a while doing this. Teacher gives odd comment, answers queries.</p> <p>“You’re working with Pupil A.”</p> <p>“Pupil B, if you’re done, can you cut it out and stick it...”</p> <p>“When you’re done...cut out and stick into your orange vocabulary exercise book.”</p> <p>Pupil: “Can I borrow a glue</p>	L1	<p>Pupils very chatty.</p>

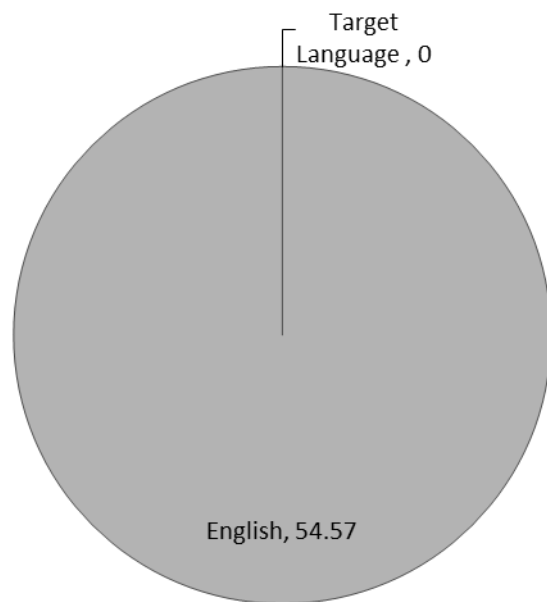
	<p>stick, please?"</p> <p>"Okay, most of you are done, so we're going to correct...."</p> <p>Now goes over the correct translation round class. Takes a while.</p> <p>"Are you correcting your work...doesn't look like it."</p> <p>"Okay, back to normal seats.. quickly.... Stick that into your orange booklet, then..."</p> <p>Okay Reading was... on the whole better than..." Long gap.</p> <p>"Okay, Reading is all about finding the right words..."</p> <p>Goes over the answers to Reading. Answers questions/queries.</p> <p>In response to query, explains the extraneous information rule.</p> <p>Class seems to be chatting and teacher speaking to individuals.</p> <p>Not much going on again,</p>		<p>Pupils very chatty.</p>
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	<p>long gaps.</p> <p>Starts to go over more answers.</p> <p>Explains about irrelevant answers and minus marks.</p> <p>Seem to be packing up.</p> <p>Dismisses class.</p>		<p>Pupils <i>still</i> very chatty.</p>
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The third recording to be analysed is a second year French class. Nadine starts this class by giving back a test straight away and going over the answers. No learning intentions are stated and there is no warm-up. The pupils talk out loud and give their versions of the answers. A pupil asks about the marking and Nadine says he will have to speak to Teacher X as she does not know how the test was marked. This first part of the lesson takes nearly 13 minutes and is carried out entirely in English. Nadine gets the pupils to stick the test into their exercise books. They also have to write out in English a list of vocabulary from the listening test, cut it out and stick it into their exercise book. Pupils spend a while doing this and Nadine gives the odd comment, mainly classroom management and answers queries. After this she instructs the pupils to go back to their normal seats. She then goes over the answers to the reading test and answers

pupils' questions. She explains the extraneous information rule, then goes over more answers. At the end of this the pupils pack up and Nadine dismisses the class. All this time the pupils are very chatty. The entire lesson is carried out in English.

The whole lesson centres around giving back test marks and the only language work that is done is when the pupils write out the translation of vocabulary from the listening test.



**Figure 21: Amount of time in minutes of TL and English in Lesson 3 used by Nadine**



## 7.5 Analysis of recordings of Carla

Carla was placed in an independent school in northeast Scotland serving an area of mainly owner/occupier housing.

**Table 17: Carla, Recording 1**

**Date:** 13<sup>th</sup> January 2011 **Class:** U6B **Language:** Italian

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00-00:01:20	Gives instructions for homework to be handed in tomorrow.	L2	One very samey activity, ie reading Italian text from textbook out loud and translate into English.
00:01:20-00:01:34	Gives some more details re homework.	L1	
00:01:35-00:01:51	Replies to pupil question about homework, asked in L1.	L2	

00:01:52-00:02:32	More explanations re homework and when to hand in/what it is useful for.	L1	
00:02:33-00:05:51	Right, let's start this lesson. Explains what lesson is about and why it is important to pay attention.	L2	Pupils talking in background in L1.  Girl asks in L1 when she will get her marks back.  Fair amount of background noise.
00:05:52-00:06:35	Starts the lesson.  Gets pupil to read the instructions.	L2	Pupil says in English what they have to do.
00:06:36-00:06:43	Pupil reads out in Italian	L2	
00:06:44	Asks question: "Que significa?" [What does this mean?]	L2	Constant switching between L1 and L2.
00:06:52-00:07:34	Explains how to answer different question types and why.	L1	
00:07:35-00:08:22	Asks pupil to read next question.	L2	
00:08:23-00:08:35	"What does this word.....mean?" Gives translation.	L1	
00:08:35-00:09:00	"It's very important that you understand..."  Pupil gives answer.	L2	
00:09:01-00:09:15	Instructions about task.	L1	
00:09:16-00:09:32	Asks pupil to read.	L2	

00:09:33-00:09:52	So what are we looking for?	L1	
00:09:53-00:11:25	Still going through text asking questions, usually “Que significa?” [What does this mean?]	L2	Pupils usually reply in English.
00:11:26-00:12:00	Now, this was actually..  Gives an account of how they did in this task and how marks would be allocated.	L1	
00:12:01-00:12:22	More instructions.	L2	
00:12:23-00:12:30	Pupil asks “Can you explain this one?”  Teacher: “We’ll be coming back to this.”	L1	
00:12:31-00:15:51	More of same activity.  Gives advice on completing task.  “Que significa?” [What does this mean?]  Explains/reminds of formation of past tense.	L2	Seems to always check comprehension with Que significa?  Pupils still talking/translating instructions in English.  Often gives the explanation in English briefly, then back into Italian.
00:15:52-00:16:41	Seem to be getting materials, no direct teaching going on.		
00:16:42-00:17:00	“Quindi, per il primo testo, dovette sottolineare...” [So, for the first text, you have to underline...]  Instructions for task	L2	
00:17:01-00:17:41	The thing to look out for in this kind of article...  You need to be secure in your verbs...	L1	

00:17:42-00:18:30	Explains about text.	L2	About holidays.
00:18:31-00:19:38	Gives praise to most of class. Asks for suggestions, using conditional.	L2	Pupil replies with suggestions in L2.
00:19:39-00:23:15	<p>“You’re looking for those keywords...”</p> <p>“What do they mean?”</p> <p>“Cosa signifcano?” [What do they mean?]</p> <p>Analysis of task/efforts and grammar.</p>	L1/L2, but mainly L2.	<p>Code switching.</p> <p>Pupil replying in L1. Pupil asking questions in English, OK replies in L2.</p>
00:23:16-00:23:56	<p>Explains new task.</p> <p>After reading each sentence, find the conjunctions. Find true/false.</p>	L2	
00:23:57-00:25:12	<p>“What piece of advice have I just given you?”</p> <p>Comments on pupils’ performance. Gives advice.</p> <p>Asks if any problems with comprehension.</p>	L1	
00:25:13-00:26:01	<p>Question from pupil, answers in English.</p> <p>Advice on using dictionary to do homework.</p>	L1	
00:26:02-00:28:27	Explains next class.	L2	
00:28:28-00:30:51	<p>“You get this in French as well.... You’ve got to understand what these words mean...”</p> <p>Explains an example.</p> <p>Then continues in Italian.</p>	L1 and some L2	<p>Pupils obviously replying in English.</p> <p>Code-switching in middle of sentence.</p>

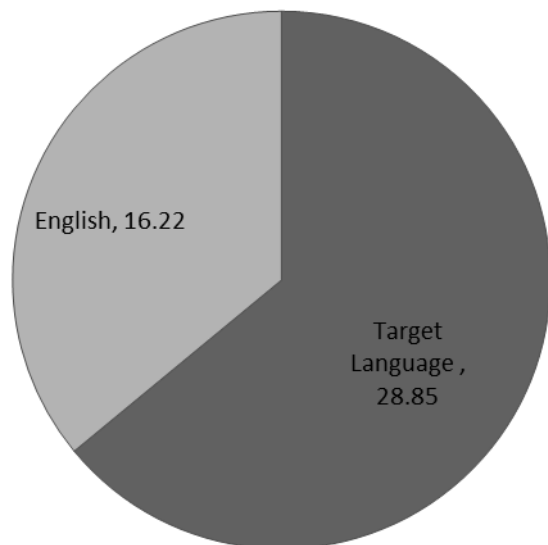
00:30:52- 00:32:41	Pupil reading out. Explanation by teacher of sentence formation/grammar.  Gives pupil a row for not knowing basic Italian present tense verb.	L1	Pupils reading tiny bits in Italian from textbook, but interaction with teacher is in English.
00:32:42- 00:34:21	Questions on text in Italian. Explains a similar true/false task.	L2	
00:34:22- 00:35:17	Pupil asks question about marking. Teacher explains marking scheme.	L1	Pupil asking in English.
00:35:18- 00:36:41	Comprehension questions on text.  Explains what to look for in text.	L2	Pupil replying in English.
00:36:42- 00:36:45	Quick explanation in L1.	L1	
00:36:46- 00:38:19	Talks about text content.	L2	Pupil talking over teacher in English.
00:38:20- 00:38:39	“Yeah, okay, you have to have 3 things..”  Talks about marks allocation.	L1	
00:38:40- 00:43:16	More task information.  “I haven’t asked you to pack up yet.”  Continues.  Doesn’t want class to pack up yet.  “We have our oral on Monday.”  “Io ho preparato uno foglio.”[I’ve prepared a worksheet.]	L2?	Pupils talking in background.  Long list of instructions.

00:43:17- 00:45:13	“I’m giving you a sheet..”  Instructions on preparing for or against... as useful revision. To prepare for Monday.	L1	Pupils packing up and leaving.
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The first recording to be analysed is an upper sixth Italian class. Carla starts the lesson by giving instructions for homework to be handed in the next day. She gives details and explanations about this and it is carried out in both Italian and English. The next two minutes Carla starts the lesson and gets a pupil to read out the instructions to the class. This is carried out in Italian. The next five minutes Carla asks questions about meanings, switching back and forward between Italian and English. She then gives an account in English of how the class did in this task and how marks would be allocated. There are more instructions and a similar activity to the previous one. Carla seems to always check comprehension with “Que significa?”. Pupils are still talking/translating instructions in English. Carla often gives the explanation in English briefly, then back into Italian. She then reminds the pupils of how to form the perfect tense and gives instructions for the next task. This is done in a mixture of Italian and English.

Carla then briefly introduces the next task in Italian and then in English gives advice and asks if there are any problems with comprehension. 26 minutes so far of whole-class direct teaching has taken place and most of the lesson so far has been about vocabulary comprehension and grammar, but mainly vocabulary. Not many real opportunities for pupils to use language. No skills practice, other than reading. Carla then draws an analogy in English with a similar structure in French to explain a structure in Italian, so uses L1 to explain L2 through L3. Over the next four minutes Carla gives more explanations of grammar (in English) and then asks questions on the text (in Italian). A pupil asks a question about marking and Carla explains the marking scheme in English before asking more comprehension questions on the text in Italian. Then there are more explanations in English. Carla gives the class more task information. The class start packing up, but Carla tells them that she has not asked them to pack up yet and goes on to talk about a speaking test for Monday and gives them a preparation sheet. The pupils do not seem to listen to her and talk a lot. They pack up and leave, even though Carla has not dismissed them, but this could be because the bell has already sounded the end of the lesson and Student E is overrunning.

This class centres on translation exercises and grammar. Carla does a lot of talking in the lesson, going over translations and explaining grammar in whole-class mode. There is a lot of code-switching and the balance of TL and English is illustrated on the graph below.



**Figure 22: Amount of time in minutes of TL and English in Lesson 1 used by Carla**

**Table 18: Carla, Recording 2****Date: 28<sup>th</sup> April 2011****Class: Higher Language: Italian**

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:01:31	Explains has work to hand back. Discussing with pupil worksheets handed out.	L1	
00:01:32-00:02:10	Explains will give pupils a test next week on the subjunctive.	L2	
00:02:11-00:04:06	“And the subjunctive came up in the conjunction booklet...” Goes into English to explain when to use the subjunctive. Talks about what will be in the test. Discussion with pupil(s) about this.	L1	
00:04:07-00:04:19	Says what she’ll do next week again	L2	
00:04:20-00:14:28	<p>“Right, how did you find the past paper?” Discussion with pupil.</p> <p>Talks about the mock.</p> <p>Gives note/handout on pronouns, talks about it.</p> <p>“Don’t worry about the last 2 pages, we haven’t done that yet...”</p> <p>“This is advanced stuff...you may find it straight forward... this is university level...The real bonus of this is...”</p>	L1	Very teacher centred.



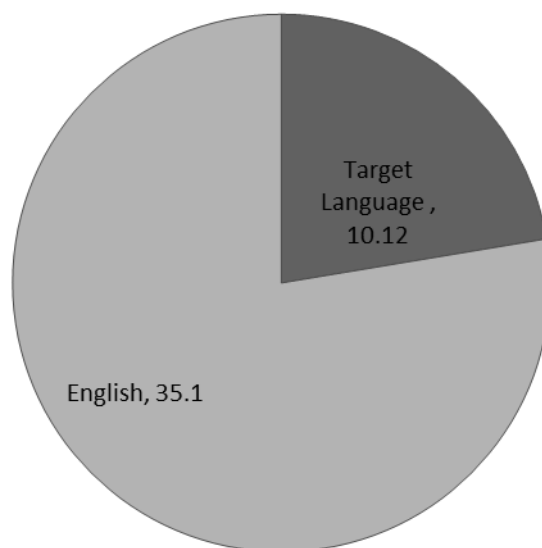
	<p>Goes on to talk about how they did.</p> <p>“It was question five..so one function of ‘si’ is to introduce....” Explains grammar.</p> <p>“The second use is hypothesis...”</p> <p>“What do we have after...”</p> <p>Pupil replies “The pluperfect...”</p> <p>“What you got mixed up about was...” Pupil answers (a few words)</p> <p>“Ok, moving on,...that was a bit high tech...it was just to get you thinking about balancing the sentences...”</p>		
00:14:29-00:15:33	<p>“Ok, now we’re going to concentrate on...”</p> <p>Gets pupil to read out rule in English for ‘si’ clauses.</p>	L2?	Very teacher centred.
00:15:34-00:17:16	<p>Explains, then asks another pupil to read out rule in English.</p> <p>More explanations about verbs.</p>	L1	<p>Very teacher centred.</p> <p>Says all these verbs are wonderful to know.</p>
00:17:17-00:24:03	<p>“Continuing with direct speech...Pupil A?” Pupil A starts to read out the rule in English. Gets a number of pupils to talk about rule, translate sentences. Teacher explains. More rules read</p>	L1	<p>Very teacher centred.</p> <p>Uses very technical grammatical language.</p>

	<p>out by pupils.</p> <p>More explanation by teacher.</p> <p>Is explaining how to follow rule from the table.</p> <p>Question in English from pupil.</p> <p>Pupils asking more questions in English.</p>		
00:24:04-00:25:23	<p>Explains the exercise.</p> <p>Explains a tiny bit of grammar in TL. Sets homework for next week.</p>	L2	
00:25:24-00:27:20	<p>“Remember to double space...because it’s really hard to mark.”</p> <p>Starts some explaining in TL.</p>	L1/L2	<p>Lots of code-switching.</p> <p>Mainly in English.</p>
00:27:21-00:29:38	<p>Offers chocolate she bought in Italy.</p> <p>Talks about where she bought it (Perugia).</p>	L2	
00:29:39-00:30:19	<p>“The gold one is...”</p>	L1/L2	Code-switching.
00:30:20-00:34:35	<p>“Ok, here’s a poem..., not too long...”</p> <p>Asks pupils to read out sections of the poem in TL.</p> <p>Pupils read out.</p> <p>Asks question about what tense, verb is in poem.</p>	L2/L1	A poem by Maupassant.
00:34:36-00:40:27	<p>“What’s this poem about?”</p> <p>One pupil answers in English, is asked to answer in TL and does so. Another pupil answers in English.</p> <p>Explanation by teacher of</p>	L2	Why L1 earlier if using TL now?

	bits of poem in TL.  “Which tense?” Pupils answer with tenses in TL.  Asks about themes.  Pupils reply in TL.  Talks about tenses used.  “Are there other things to note?”  “Are there words you don’t know?”		
00:40:28-00:00:42	Translates/explains in English.  More explanations in English.  Questions in L1 from pupils about vocab. “It reminded me of the song by...”	L1	Abrupt end.

The second recording to be analysed is a Higher Italian class. Carla starts this class by handing back work pupils have completed on worksheets and discussing this in English. She then explains in Italian that the class will have a test on the subjunctive the following week. This is followed by a brief explanation in English of when to use the subjunctive. Carla then asks how pupils got on with a past paper and talks about the mock. She gives a hand out on pronouns. She tells the class not to worry about the last two pages, as they have not been taught this yet and tells them this is university level. Carla continues to go through the past paper explaining grammar points as she goes. This section of the class lasts approx. ten minutes and is all done in English. The next ten minutes Carla gets individual pupils to read out grammar rules in English and explains these in English. She then explains a bit of the grammar very briefly in Italian and sets homework for the following week. She explains how to lay out the homework in mixture of Italian and English. Then Carla offers the pupils chocolate she bought in Italy and talks about Perugia where she bought it. This is done in Italian. Pupils are then asked to read out sections of a poem in Italian. Carla asks questions about this, about what tense is used. There is a lot of code-switching here. Over the next six minutes she asks questions in Italian about the poem, about the content and the tenses. This is done in Italian and pupils answer in Italian. There are then more explanations in English and a very abrupt

end to the lesson. This lesson seems to dwell a lot on grammar and then switches to looking at an Italian poem to exploit for content and grammar.



**Figure 23: Amount of time in minutes of TL and English in Lesson 2 used by Carla**

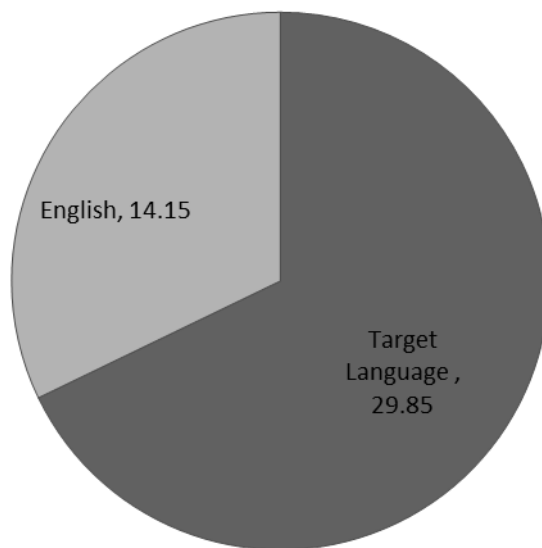
**Table 19: Cara, Recording 3****Date: 17<sup>th</sup> May 2011****Class: S3 Language: French**

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:04:50	Asks questions about free time.  Pupils answer in TL.  (some L1).  Comments on replies.  Asks pupils to read sentences in TL out.	L2	
00:04:51-00:11:24	“Now you’re going to read together.” Also in L2, then explained in English and in more detail. More vocab explained (L1 & L2).  More explanations in L2.	L1/L2	
00:11:25-00:16:56	“Now you’re going to read the text together.”  Pupils read out in TL.  Explains some pronunciation issues in L1.  Gives praise.  Lots of explanation around beaucoup/cul in L1.	L2/L1	Pupils throw ball to other pupils. Pupil with ball speaks.
00:16:57-00:23:58	“Now there are missing words... We’re going to have a competition.” (Finding the missing words.). Pupils to complete in exercise books. Two minutes, music in background.  Corrected round class.	L2	
00:24:59-00:36:26	“We’re going to play a game with dice...”	L2	

	“ How do you say in French snowboarding?”		
00:36:27-00:45:04	<p>“This is going to be ...for your GCSEs next year...We can get a bit of writing out of this...”.</p> <p>Hands out worksheet to complete.</p> <p>Pupil: “Do we just make sentences?” Other pupil: “Do we just translate them?”</p> <p>Teacher: “Oui.” [Yes.]</p> <p>Questions from pupils in L1, teacher replies in L1.</p> <p>Pupils work silently. No comment from teacher. After 2 minutes, asks pupils to finish sentence they are on and compare with their ‘mates’. Then does not do this, but says we’ll go over together.</p> <p>“Right guys “Rangez vos affaires!” [pack up!]</p> <p>As they pack up, asks “What did you think about that?” One quick reply.</p> <p>(Review done in last minute of lesson.).</p>	L1	<p>No real recap at end. Quite rushed and done during pack up, so are pupils really thinking about this? They certainly have no time to reply.</p>

The third recording to be analysed is a S3 French class. The first five minutes of the lesson Carla asks questions in French about how pupils spend their free time. She comments on replies and asks pupils to read out sentences in French. For the next 12 minutes Carla gets the pupils to read a text out loud together. She explains some pronunciation issues and praises pupils. There is a lot of explanation around beaucoup/cul. For these 12 minutes Carla uses English with the class. The next seven minutes is devoted

to a competition and Carla uses French here. Music is played in the background. The answers are gone over in class. There is another game and this lasts 11.5 minutes and Carla uses French here as well. After this Carla hands out a worksheet which she explains will help pupils with their GCSEs the following year. She replies to pupil questions and pupils work on this on their own silently. She asks pupils to compare answers with classmates, but leaves no time for this and says they will go over this together. This is all done in English. The pupils are then told to pack up and as they do so she asks them how they found the work. It is very rushed and pupils have no time to reply. There is not a great variety of teaching modes, Carla doing most of the talking although there are a variety of different activities taking place. The target language is used more than L1 in this lesson.



**Figure 24: Amount of time in minutes of TL and English in Lesson 3 used by Carla**

## 7.6 Analysis of recordings of Miranda

Miranda was placed in a rural school in central Scotland with pupils serving a mixed area of housing.

**Table 20: Miranda, Recording 1**

**Date:** 27/04/11    **Class:** 2F3    **Language:** French

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:11:52	<p>“En silence, ouvrez vos cahiers...”[Quietly, open your exercise books]</p> <p>“Before beginning, we need to know what some of the vocab means. Un peu de révision... [Some revision...] some revision,...” Days of week, after lundi, after mardi, etc...”</p> <p>“Jamie, stop talking.”</p> <p>“Right, come and see me at the end.”</p> <p>“Qui a besoin d’un stylo, [Who needs a pen,]who needs a pen?” Lots of explaining of meaning, translating.</p> <p>Gets pupils to write it down. So we’re still going through some of the language we need.</p> <p>“So, écrivez ‘je veux bien’, [So write I really want that,] so everyone take a note, ‘je veux bien’ means ‘I really want that’... So has everyone got that?”</p> <p>“Dois comes from devoir meaning to have to”. Je dois faire mes devoirs, [I have to do my homework] I have to do my homework, you can</p>	L2/L1	<p>Lots of code switching and asking “que veut dire...?”</p> <p>Very teacher centred.</p> <p>Pupils very noisy.</p>



	<p>take a note of that..."</p> <p>"Pupil S, if you would listen..."</p> <p>"D'accord" means ok, so take a note..." repeats this a lot.</p>		Very confusing dois and devoir.
00:11:53-00:12:16	<p>"So we're tree-lining some vocab for a listening exercise. Our learning intention today is to listen to a conversation and answer five questions in English. We're just almost there, ok?"</p>	L1	
00:12:17-00:14:08	<p>"Devant la mairie, qu'est-ce que ça veut dire?...[In front of the townhall, what does that mean?...] So devant la mairie is...Where is la mairie?...It's a place in town..."</p> <p>"Tells pupils to turn round....take a note..."</p> <p>"The reason why we're doing this is so that you'll understand it when you hear it....Because it's part of your curriculum."</p>	L2/L1(mainly).	
00:14:09-00:20:32	<p>"...Stop talking!...Taisez-vous!..."[Quiet!]</p>	L1	Very teacher led and traditional.

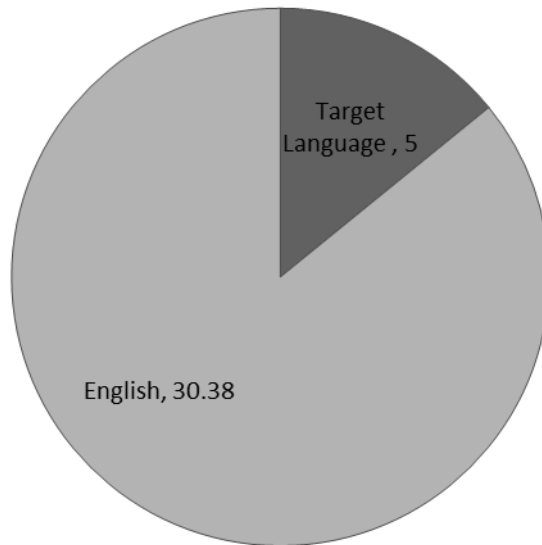
	<p>“Right, we’re just about to start...un peu de revision, [A bit of revision] ‘devant’ means ‘in front of’, have you got a note of...”</p> <p>Asks what other preps mean (L1), derrière, etc.</p> <p>“Right, we’re ready to start, look at exercise 1, page 58.”</p> <p>“You’re going to read conversation while you’re listening...and then we’re going to write the answers to five questions...”</p> <p>Listens to tape...stops to scold/move pupil.</p> <p>Listen a second time.</p>		<p>Pupils quite noisy.</p> <p>Why listen if we have a reading task and vice-versa?</p>
00:20:33-00:21:42	<p>“Ok, we’ve listened twice, here are the five questions in English, I want you to write the answers in your exercise book. Ecrivez les réponses dans vos cahiers, svp.”</p> <p>[Write the answers in your exercise books, please]...Right, that’s enough, what’s going on?...”</p>	L1	
00:21:43-00:27:19	<p>Someone at door. “Bonjour, entrez...” [Hallo, come in...]</p> <p>Person comes in and asks for someone...Teacher replies in TL.</p> <p>“Pupil A, tu as fini...? [Pupil A, have you finished?...] Ok, take your ‘bon weekend’[good weekend]...”</p> <p>“Ok, qui a fini...?” [Ok,</p>	L2/L1	<p>What is Pupil T supposed to do?</p>

	<p>who has finished...?]</p> <p>“Hands up if you’re finding this difficult.”</p> <p>“Right, let’s go through. Nous allons corriger.” [We’re going to correct this.]</p> <p>“Ok, so, number one, taisez-vous!” [Quiet]</p> <p>Asks questions in L1 to check comprehension.</p> <p>“...too much noise...”</p>		<p>Lots of code switching.</p>
<p>00:27:20-00:35:23</p>	<p>“So, if we look back to our learning objective...so have we done that?...”</p> <p>“So, what’s our next objective?...matching up...”</p> <p>“...so, can you look at exercice trois...” [exercise three...]</p> <p>Gives instructions how to lay out answers in exercise book.</p> <p>Talks to/helps individuals.</p> <p>Tells pupil to turn round.</p> <p>Asks meaning round class of pupils, but shouting over</p>	<p>L1</p>	<p>Pupils really loud.</p> <p>Lots of code switching.</p> <p>Pupils very noisy.</p> <p>Very teacher centred.</p>

	pupils.  “So, did everyone have those correct?”  “So, remind me again, taisez-vous,[quiet] stop talking, how do we say...”  “Stop talking!”  “On se retrouve means let’s meet up...”  Threats re misbehaviour.		Very, very noisy.
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The second class to be analysed is second year French class. Miranda starts the class by telling the pupils they will be doing revision and asks the days of the week. She scolds pupils for talking and asks a pupil to come and see her at the end. There is a lot of explaining of meanings and translating and pupils have to write the translations down. She then tells the pupils she is going to go through some of the language they will need and translates some modal verbs and gets the pupils to write these down. This section of the class lasts approx. 10 minutes and the pupils are very noisy. Miranda does a lot of code-switching. Miranda explains in English that the learning intention is to listen to a conversation and answer five questions in English and then explains and translates some more. She tells the pupils to turn round and take a note and explains the reason they are studying this is so they will understand it when they hear it and because it is part of the curriculum. Then pupils are very noisy and Miranda tries to calm them down. She then asks them what various prepositions mean and gets the pupils to write these down. This takes over 12 minutes and is carried out in English. Miranda starts the class on an exercise in their books and gets them to read conversations while they are listening and that they will write the answers to five questions. She then gives them the answers in English, before someone knocks at the door and comes in looking for a pupil. She spends six minutes correcting around class and checking comprehension. There is a lot of code-switching. The last eight minutes of the lesson are spent going over the class work, helping individual pupils with their work and trying to keep the pupils on task in a very loud class. This is carried out almost exclusively in English with the odd word in French, Miranda often changing language in the middle of a sentence, e.g. “...so, can you look at exercise trois...”.

Miranda remains very much the focus of the pupils's attention with listening exercises and comprehension questions. There is a lot of teacher talk and this is almost exclusively in English.



**Figure 25: Amount of time in minutes of TL and English in Lesson 1 used by Miranda**

**Table 21: Miranda, Recording 2**

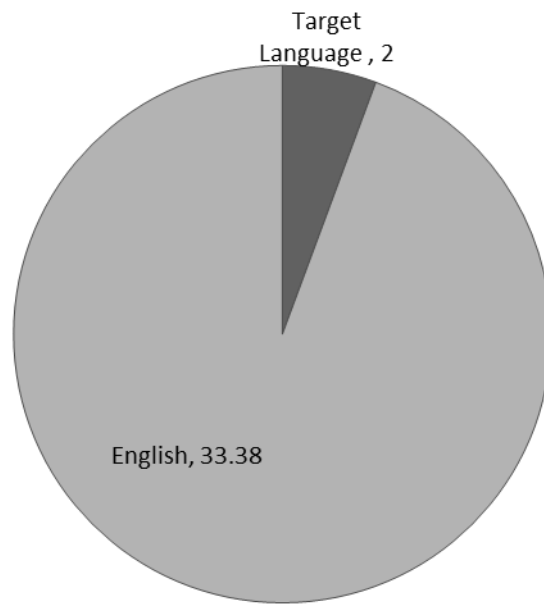
**Date:** 19/05/11    **Class:** S3    **Language:** French

Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:04:27	<p>“Bonjour, ça va? Les devoirs, d’abord, les devoirs. Ça ne fait rien si vous n’avez pas fini. [Hallo, how are you? Homework, first, homework. It doesn’t matter if you haven’t finished] Now, hands up everyone who has finished that...Super, excellent, can you let me have these...Finisez pour lundi, [Finish for Monday] finish for Monday....Let me have these, have you finished?”</p> <p>Talks about homework and grammar, interspersed with “Tais-toi!” [Quiet!]</p>	L2/L1	Code switching.
00:04:28-	<p>“Ok, Pupil A, how do you form the near future?”</p> <p>Pupil answers.</p> <p>“So, who can give me an example, tu peux me donner un exemple?” [can you give me an example?]</p> <p>Asks for rules of pure future. Pupils give rules.</p> <p>“On Monday, you’ll have a cover teacher. I’m asking you how to form the future tense.”</p> <p>“Right, stop, arrêtez!...[stop!...] give me all the endings...”</p> <p>“Because it’s my last day, wordsearch before video, or if you prefer,...worksheets on reflexive verbs in perfect tense,...or dictionary skills. You decide. Allez-y!” [Let’s</p>	L1	Pupils very noisy.

	<p>go!]</p> <p>Puts on French songs, Piaf, etc. for long section of lesson.</p> <p>“Si vous n’avez pas fini, vous allez finir pour lundi.”[If you haven’t finished, you’ll finish it for Monday!]</p>		<p>Very noisy.</p>
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The second recording to be analysed is a S3 French class. The first four and a half minutes of this lesson Miranda collects in homework and then talks about the homework itself and grammar. This is interspersed with a few phrases in French, but is mainly carried out in English. Miranda asks pupils in English how to form the future tense and asks for all the endings. She then tells the class that it is her last day, so the pupils can have a wordsearch, then a video, or worksheets on reflexive verbs in the perfect tense, or dictionary skills. She then puts on French songs (Piaf, etc) for a large part of the lesson. Finally, at the end of the lesson, she tells the class in French to finish for Monday, although the bulk of the lesson has been carried out in English. The pupils are very noisy throughout the lesson.

This lesson is an eclectic mix of homework checking, talking about grammar and language exercises. There is very little TL used (1 minute).



**Figure 26: Amount of time in minutes of TL and English in Lesson 2 used by Miranda**



**Table 22: Miranda, Recording 3****Date: 27/06/11 Class: S2 Language: French**

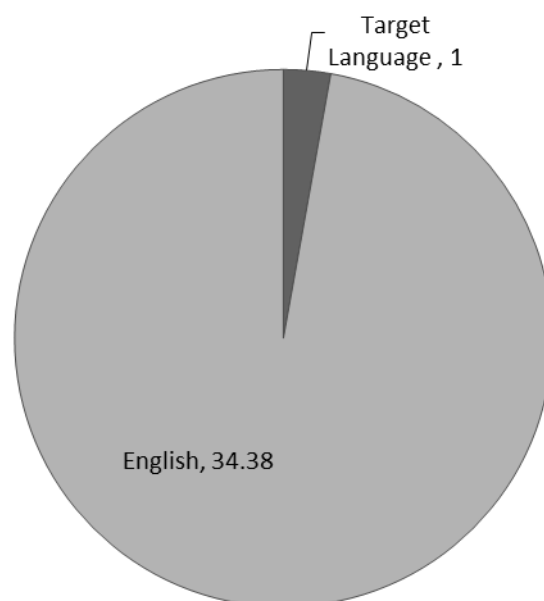
Counter no	Activity	Lang. (L1 or L2)	Comment/reflections
00:00:00-00:03:57	<p>“Ok, bonjour la classe. Ok sortez vos cahiers..” [Ok, hallo class. Ok get out your exercise books.]</p> <p>“La date...écrivez la date!” [The date...write the date!]</p> <p>“Notre objectif aujourd’hui, [Our aim today] we’re going to recap some or any...”</p> <p>Tells class to do matching exercise, first in TL, then in L1.</p> <p>Advice on how to do it to individuals in L1.</p> <p>“Right we’ll do some work and we’ll do something fun towards the end of the week.”</p>	L2/L1(mainly)	Code switching.
00:03:58-00:05:14	<p>“Ok, while you’re doing this, I’ll check to see...” Register. “Ok, Pupil A is here, etc...”</p> <p>“Pupil B, thanks for that, thank you very much.”</p>	L1	
00:05:15-00:08:40	<p>“Right, everyone has something to do, have you matched up...Right, if you have matched up, can you turn to your neighbour and check if you have the same answers.”</p> <p>Says they will correct it. Checks some pupils.</p> <p>Goes over answers, asking pupils round class.</p>	L1	

00:08:41-00:21:55	<p>Says they will go over du, de la, des...</p> <p>Pupils must look at examples, add du, de la, des and then translate it.</p> <p>Gives quick revision, explains the rule.</p> <p>Checks a pupil and moves him near the front.</p> <p>“Ok, écoutez-moi, [Ok, listen to me,] when the noun is masculine...”</p> <p>Threatens detention.</p> <p>“Ok, off you go and I’ll come round.”</p> <p>Goes round and helps.</p>	L1	Lots of code switching.
00:21:56-00:40:09	<p>“Ok, we’re going to mark this exercise...”</p> <p>“Right, let’s correct this exercise...” Gets answers round class from pupils.</p> <p>Checks pupils.</p> <p>Verbs of liking with partitive.</p> <p>“Right, stop talking!”</p> <p>Tells pupil to work with other pupil.</p> <p>Explains instructions for task with 5 crosses. Try to guess where the crosses are (Battleships).</p>	L1	Very teacher centred.

	<p>“Picture 2 is les pommes de terre. [potatoes] Pupil C, can you tell me what picture 4 is. Picture 5, can anyone tell me what butter is in French?”</p> <p>Pupils start activity.</p> <p>“Right, okay, we’ve got 5 minutes left, has everyone had a turn?”</p>		<p>Spends a lot of time on instructions. Has to shout over pupils.</p>
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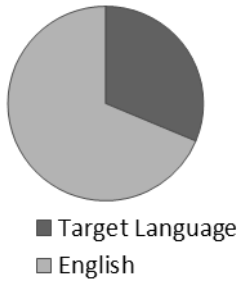
The third recording to be analysed is a S2 French class. Miranda starts the class by giving the objectives and tells the class to do a matching exercise. She then gives advice to individuals on how to do the exercise before doing the register, also in English. Miranda asks if the pupils are finished and gets them to work with a neighbour to check their answers. She has pupils give answers around the class and all of this is carried out in English. For the next 13 minutes, Miranda then tells pupils they will go over *du, de la, des* and asks them to look at examples, add *du, de la, des* and then translate it. She checks a pupil for behaviour and moves him to the front of the class and threatens detention before going round the class and helping. These 13 minutes are carried out primarily in English with lots of code-switching. This moves on to correcting the exercise, which Miranda again does around the class. She checks more pupils for behaviour and looks at verbs of liking with the partitive with the class. There is a further task, Battleships, which Miranda explains and then pupils start the exercise, which lasts until the end of the lesson. This last 18 minutes is carried out in English and Miranda has to shout to make herself heard over the considerable noise the class makes.

This class is largely a mix of Miranda going over a grammar point and the pupils carrying out an exercise on this grammar point. There is a lot of noise and Miranda has to shout over this. Again, hardly any TL is used.



**Figure 27: Amount of time in minutes of TL and English in Lesson 3 used by Miranda**

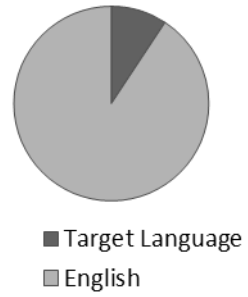
**Maria, Rec. 1**



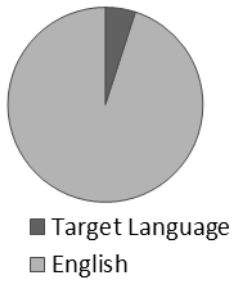
**Maria, Rec. 2**



**Maria, Rec. 3**



**Callum, Rec. 1**



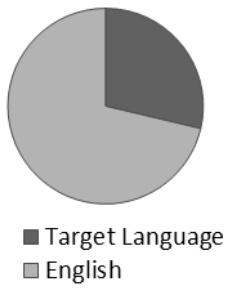
**Callum, Rec. 2**



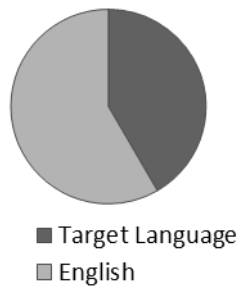
**Callum, Rec. 3**



**Nadine, Rec. 1**



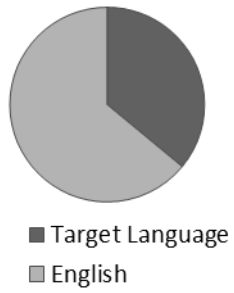
**Nadine, Rec. 2**



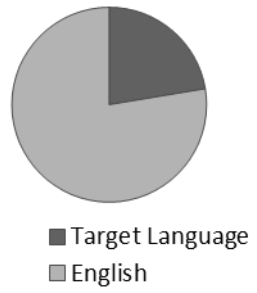
**Nadine, Rec. 3**



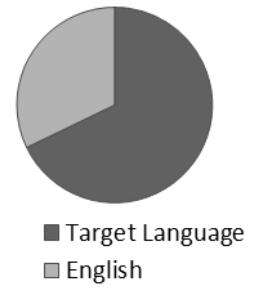
***Carla, Rec. 1***



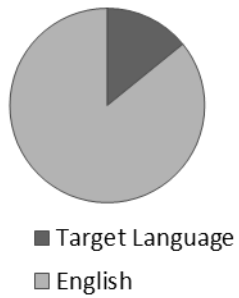
***Carla, Rec. 2***



***Carla, Rec. 1***



***Miranda, Rec. 1***



***Miranda, Rec. 2***



***Miranda, Rec. 3***



**Figure 28: Graphical summary of amount of time in minutes of TL and English of NQTs at a glance**

## 7.7 General observations on recordings data

Although the students cover a range of schools from comprehensive to independent and from rural to urban, there are a number of commonalities observable. Most of the students, with the exception of Carla, use substantially more English than TL in the recorded lessons, the average for these four NQTs being 86.75% use of English across the three lessons compared with 55.33% for Carla. Lessons focus mainly on writing, with some reading and listening, although a common feature of lessons is grammar-translation and exam practice. All of the students find difficulty maintaining discipline to different degrees and some experience real problems in trying to maintain discipline in class. The TL is not used consistently in many classes and the reason why it is used is not always apparent. English is used for a variety of purposes, namely:

1. to explain instructions and manage activities, ie procedural language
2. to keep discipline/have good class management
3. to explain grammar
4. to talk socially with the pupils

These categories are very similar to the categories identified in 4.1.5 as areas reported in the questionnaire by serving teachers as being difficult to use the TL.

With the exception of Carla, there is a marked decrease in the use of TL found in lessons as the Induction Year progresses. This trend is not noticeable with Carla, whose use of the TL increases sharply between recordings two and three and who generally uses substantially more TL than her fellow NQTs. Possible explanations derived from this data and from students' own accounts in the final interviews in the next chapter will be explored in the Discussions chapter, Chapter 9.

**Table 23: Percentage of TL and L1 in audio-recordings**

NQT/%T/L1	%TL Rec. 1	%TL Rec. 2	%TL Rec. 3	%L1 Rec.1	% L1 Rec. 2	%L1 Rec. 3
Maria	31.30	0.50	10.25	68.70	99.50	89.75
Callum	5.00	1.07	14.29	95.00	98.93	85.71
Nadine	28.68	41.63	0.00	71.32	58.37	100.00
Carla	57.54	22.38	64.01	42.46	77.62	35.99
Miranda	16.46	56.53	16.46	83.54	43.47	83.54

## ***7.8 Analysis of interviews with Christine in lieu of audio-recordings***

As indicated earlier, one of the schools refused permission to allow audio-recordings to take place. In line with ethical guidance, permission had been sought from the school and informal consent forms had been sent to parents of the pupils at the school in question with an explanation of the research. A significant number of parents refused to give permission and so the school declined to take part in the audio-recordings. Although this was disappointing, I decided to interview the NQT at this school, Christine, in lieu of the audio-recordings to discuss with her how she used the TL in class. I carried out these interviews at approximately the same times as the audio-recordings were taking place in the other five schools.

Christine was placed for her Induction Year in a secondary comprehensive in the west of the central belt of Scotland, her school serving an area of mixed housing (see table 24 in section 8.1, p.225) for details of all six schools).

From the first interview with Christine I learned that there was a pervading negative attitude from the pupils to modern foreign languages in the school. Christine told me that despite her attempts to make lessons interesting and appealing the pupils were openly hostile to the learning of foreign languages. Christine also tried to interest the pupils in French culture in an attempt to create an interest in the language, but was met very often with mockery and derision.

What was very unusual was the lack of support from her own principal teacher (PT), a French national, and senior management in the school, who not only did not support her in trying to teach, they actually forbade her to use the TL in class on the grounds they said that it was difficult to understand and made pupils feel uncomfortable. When complaints were received from a few parents regarding the use of TL in class, both the PT and the year head made it clear to Christine, in what she described as ‘unpleasant and condescending exchanges’, that she was not to use the TL in class. Although Christine argued that this was how she had been trained to teach languages during her PGDE year, she was still forbidden to use the TL.

When I asked Christine how this affected her use of the TL, she admitted that it was demoralizing, but that she still tried to use it in class, using as many interactive and communicative techniques as she could. She reported, however, that her attempts were often not successful due to poor behavior in many of her classes and the general atmosphere of negativity to foreign languages in the school. Christine reported that not all pupils were negative towards languages, a small minority in her classes being keen to learn French. However, these pupils suffered from the peer pressure of the majority anti-language pupils in class, Christine reported.



When I asked Christine to describe what she used the TL for, she said she tried to use it to organise the class, for instructions and to practise structures and vocabulary (points 1 and 3 in the Teacher TL codes, section 6.8). She did not use it for teaching grammar and found it difficult to engage in social chat with classes in the school either in L1 or L2. Generally, she found herself reverting to English due to problems of comprehension, poor discipline and due to the general antipathy and hostility of classes to TL use.

The second and third interviews revealed very similar findings to the first interview and so I suggested to Christine in the third interview that she surveyed the pupils on their views of the TL. Christine did this and reported back on this in her final interview at the end of her NQT year that the best results she got from an informal survey she issued was from her top set. This class gave their views on some general questions Christine asked regarding how they viewed the use of spoken French in class and why. The results from this class, Christine told me, were that half the class thought learning French was a positive thing and half that it was negative. When asked for reasons for being negative, pupils told Christine that they do not like not understanding, they do not want to ask the teacher to repeat and generally that they do not like languages. They told Christine that French confused them and made them feel 'thick'. Christine reported that she asked the pupils to say why they were positive about the use of spoken French in class and of the very few that replied to this question the general answer was that they felt hearing the language helped them to improve their French.

It must be said that Christine's use of the TL during her PGDE year was broadly similar to that of the other five students/NQTs and my overall impression of her experience in her Induction Year was that her placement school was an unfortunate allocation for her and that she had an unusual amount of resistance to use of the TL from both pupils, staff and parents.

Although it is impossible to quantify the amount of TL Christine used in her lessons in her NQT year, Christine did report above what she tried to use the TL for and what she avoided using it for. From her own reports, despite her efforts to use the TL, Christine found that she used it to a limited extent in classes. For this reason, a direct comparison with the other NQTs cannot be made in terms of the amount of TL used. What can be said is that, similar to the other NQTs, Christine used the TL to a limited extent and encountered similar problems to the other NQTs, but also additional obstacles.

## Chapter 8 Final Interviews with Newly Qualified Teachers (NQTs)

### 8.1 Introduction

Towards the end of the first year (Induction Year) for the newly qualified teachers (NQTs), I interviewed each NQT to ask them to reflect on their first year of teaching. This was to gather data to help answer the second research question, *“In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language? What reasons do they give for any changes they make?”*

The interviews were conducted in the school where the NQT was employed during working hours and recorded and transcribed. The table below gives an overview of the type of school and approximate geographical location for each NQT.

**Table 24: NQT Schools**

**Type, Geographical Location and Socio-Economic details of catchment**

NQT	School	Geographical Location	Socio-economic details
Callum (British/German)	Secondary comprehensive	Central belt (east)	Comprehensive serving an area of mainly owner/occupier housing in central Scotland.
Miranda (British)	Secondary comprehensive	Central belt (west)	Comprehensive serving an area of mixed housing in central Scotland.
Maria (Native German)	Secondary comprehensive	North east	Comprehensive serving an area of mainly owner/occupier housing in northeast Scotland.
Carla (British)	Independent	Central belt (east)	Independent boys school serving an area of mainly owner/occupier housing in central Scotland.
Nadine (British)	Independent	North east	Independent school serving an area of mainly owner/occupier housing in northeast Scotland.

Christine (Native French)	Secondary comprehensive	Central belt	Comprehensive serving an area of mainly owner/occupier housing in central Scotland.
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The process and the ethical considerations, including voluntary informed consent of participants, were discussed and relevant documentation signed. The interviews were semi-structured (Appendix 8, p.330) and the questions were designed to allow the students to talk about the pedagogy they used in their initial stages of teaching in relation to the use of the target language and to consider reasons for any changes they make. As with the questionnaire data and the PGDE interviews, an inductive approach to analysis of the interview data was taken as advocated by Dey (1993), rather than using a priori categories, where the meaning and intention in the data collected were analysed (Chapter 4 – Methods).

The questions I asked followed a similar pattern of asking if the target language issue was discussed in school by modern languages teachers to try to get a picture of policy or practice. I then played each audio clip I had extracted from the recordings of lessons made by the NQTs during the year (See Sections 7.2 - 7.7) and asked questions related to statements made by the NQTs at the end of their PGDE year during their initial interviews (See Chapter 6) The questions asked were not judgemental; I asked why L1 or L2 (or both), depending on the clip. I played each clip in its entirety and then asked questions. These questions focused on changes, if any, to their views on the use of the TL in class. I finally asked the NQTs to reflect on any changes or developments they had made in their teaching since their PGDE year and to discuss with me possible reasons they perceived for these changes.

The next sections will provide an analysis of the interviews, looking across the six interviews at themes that emerge. Although Christine made no audio-recordings (See Section 7.8), most of the questions were appropriate.

## ***8.2 Discussion with colleagues on issue of target language***

Each interview started by asking the NQT if the issue of target language was discussed by modern languages colleagues, whether there was a divergence of views and whether teachers had opinions on the issue.

Maria and Christine reported that colleagues generally try to use it, but that they did not always use it:

**Maria:** Yes, people generally say they try to speak as much of the language as they can, but there are certain times where it just won't work. I've never met anyone who says, yes, target language only. I actually haven't met anyone.... None of them use target language all the time.

**Christine:** Em, well, I think, well as members of the staff, we're aware it is something positive obviously to use the target language in the classroom and that we should do that more often and we're trying to get, for example we have these worksheets, Parlez en français, trying to get them to use the target language and build their confidence up, but I don't know, I'm probably scared to use the target language, I don't know..

What Christine says about the views of her ML colleagues is very interesting, considering they forbade her to use the TL. This may be due to her colleagues wishing to use the TL, but in practice, when difficulties arise in class (such as those experienced by Christine), they will act in different ways to their stated position.

Callum said that the target language was discussed at departmental meetings and informally amongst teachers, but that use was patchy;

**Callum:** I think it's quite common, it is discussed in DMs and in the staffroom just sort of socially and casually. I think a lot of the teachers would like to be able to say that they use target language all the time, but I think a lot of them will also admit that they do tend to explain a lot more things in English.

Nadine reported that she and her colleagues use target language a lot and that this is backed up by a departmental policy:

**Nadine:** Yeah. Personally, within my department, rather than in the whole staffroom, I know within the department, we tend to use it as much as possible, and that's not always possible, but there is a departmental policy to use as much as you can within reason...One of my colleagues has spent the whole year with a P6 class not speaking a word of English and it is a common aim that we all share.

Like Nadine, Carla reported that her department actively encouraged the use of the target language and cited a teacher who uses it 100%, which is similar to the report of a colleague's use of the target language by Nadine:

**Carla:** It's not an issue at all. We're a very dynamic and broad department. We have an awful lot of languages, not just European and our philosophy is consistently to teach in the target language and there's no problem with that. As far as I know, there's no divergence of opinions on that...I know that my colleague who teaches French to the 6<sup>th</sup> form, I know that she tries to do 100% of her teaching in the target language, including grammar and instead of explaining the meaning of a word, for example, she uses French synonyms and that's something, for example, that I'm really passionate about as well.

Carla comments, however, on whether all her colleagues teach grammar in the target language:

*Carla: I'd be interested to know, however, what my colleagues think of teaching grammar, think about that, because in my observations I've not observed enough of my colleagues teaching grammar in their classes, so that's actually something I'd like to ask them specifically about.*

Miranda's comment referred to a consensus among her colleagues that the target language was easier to use with top sets:

*Miranda: I discussed it with colleagues in the context of your project, so when I knew you were coming to record or for me to record a lesson, I discussed it with them and I got their views. I kind of asked for their views. And most of my colleagues agreed that it was easier to use target language with top sets, where you could actually use some of the pupils to translate for the others, so that the very aware pupils could then be used to get the others to grasp what was going on without having to revert to English. So, that was the general consensus.*

On the evidence of the six NQTs the schools seem to share a view about the desirability of using the target language in lessons, but the degree to which this happens varies.

From a discussion of the audio-recordings and statements referred to in these NQT interviews of views held by the NQTs whilst still students on the PGDE programme, a number of recurring themes emerged, namely explaining things in class, teaching grammar, social chat, discipline and time pressure amongst others. These will be considered in the following sections.

### **8.3 Explanations, activities and classroom organisation**

In discussion of whether they used target language or English for explaining things in class, or a mixture of both, the NQTs reported mixed experiences.

Maria enthused about her first years and how well they respond to the target language:

*Maria: Yes. I love doing that, especially with S1, that's one of the things I've noticed over the year that the more target language you use right at the start, when they come into school, they come to secondary school, they respond to it so well. There's obviously certain aspects where I haven't used target language, but with my first years in particular I try to use as much as I can and I know that they respond to it. They look at you and just "Oh, what does she mean?". Obviously in that clip as well, when I speak about at the beginning what you have to have on the table, etc, I use a lot of gestures, so they do see what I mean. I show them "Ein Bleistift!". So they do know what I mean, they just need to focus and pay attention.*

In the same interview, however, Maria seems to express a contrary view and complains about the difficulties of explaining things in the target language:

*Maria: Yes, for them to precisely observe what I actually want from them, being under time pressure, when you have to do these exams you only, how many, 52 minutes I think we have. You need to get it done in that period. If I mess around trying to explain it in the target language for half the period, then I don't have the time to assess them anymore. And this is why I generally try to do it in the target language, as well as then for clarification, in their own language.*

Maria's use of the expression "mess around trying to explain it in the target language" is interesting and appears to reveal almost a frustration at the amount of what Maria seems to be indicating as unnecessary time used to explain in the TL. This is similar to Nadine, who refers to using the target language as a waste of time, contrary to what she said in her PGDE interview:

***Nadine:** Moving the pupils in English? It was because they had to catch up with work, they weren't there the previous lesson, so, to be honest, for speediness I used English to get them started as quickly as possible and I thought it would be a waste of time trying to explain to them in French, because the class I have is a very mixed ability class. There are some really strong pupils, there are some really weak pupils, so I choose my moments when to use target language, when to use it with them and that was one of the reasons I chose to use English.*

Maria's change of view stands out, as she stated in her PGDE interview that, as a native speaker, she found it easy to use the TL all the time.

Callum and Miranda's accounts are very similar. Both report that they generally use English to explain things in class, Callum seemingly concerned about the time explanations take:

***Callum:** I think it may be just when you are explaining a lot of things in the target language out of a class of 30, maybe, say 15 will understand and it's just the issue of timing. You have to repeat yourself perhaps three, perhaps four times before they actually understand what you're meaning or wanting from them. So, I think just in terms of it being easier, they tend to just explain it to the whole class once or twice in English and they will obviously ensure the class is silent and then they will say "I'm going to explain this once, if you don't listen you won't know what to do, so I'm not telling you again."*

In his PGDE interview Callum stated that he felt if he used L1 pupils would know better what he wanted them to do.

Christine is quite specific; she will only use the TL to introduce language, not to manage the class. This appears to contradict what Christine said in her PGDE interview, when she said she use the TL mainly for instructions:

***Christine:** Okay, so I would not use it when I manage the class, I would only use it when I introduce the language.*

Miranda is of a similar view, but mentions class size as a factor for not using the TL so much:

***Miranda:** Normally, with that class, I'd start in English and basically get them to understand the instructions and then try to use repetition with, I mean it is, it's a kind of more spoon-feeding approach to eh, but if perhaps you heard one of the pupils saying "What does that mean?" and once they're, I think with 31 in the class, it was almost too big, because if some lost interest and were trying to distract others, then if I was speaking in target language and they weren't understanding, then that was an excuse for doing that.*

Another reason Miranda gives for using English is that she inherited a class not who are not used to hearing the target language, although she admits that she, too, is out of the habit of using it:

**Miranda:** *I think, well that was actually a fourth year set and basically, no sorry, third year. I think there were a lot of things, but I think when I inherited the class, they didn't have the custom of all target language. They weren't accustomed to everything being in target language. So, when I did that class, it was a Friday morning and they were all looking a bit lazy and Friday feeling, and I thought, yeah, it's funny, because reflecting on it now, I actually think I could have done it all in the target language, because they would've got it, but it's probably because I am out of the habit of doing it as well, because I am more in the habit of making sure that they understand what's needing done than actually immersing them in the language, which is, reflecting on it now, I think they could've coped if we'd done it all in the target language.*

Miranda also states that she uses English a lot for explaining to ensure pupils have no excuse for not knowing what to do, which contrasts with her PGDE interview, where she stated her ideal would be to use the TL ninety per cent of the time:

**Miranda:** *I do it, because my over-riding aim is to make sure that they understand, so I tend to overcompensate by perhaps saying things in French and then repeating them in English to make sure..., because I'm sure if I just said "... le français avec l'anglais", they would be "What are we doing, what are we supposed to be doing?", you know. And they will create any kind of excuse to not do what you're intending them to do.*

Carla, while describing and justifying why she uses English with a particular senior beginners' class, is unhappy with her actions and lack of consistency and feels that the target language would be more appropriate in this instance for this class:

**Carla:** *I think this year has been a journey for me teaching IB, in that in none of my placements last year I taught ever 6<sup>th</sup> year, apart from a wee bit of Italian ab initio In X, but I didn't have any experience of teaching a higher level. I think it's probably that and I'm still very much exploring and establishing myself in that. I don't like, some criticisms are that there is definitely a lack of consistency, but I think for the, again it's the nature of the beast and so for that university level grammar point, I felt it was more appropriate in English and for going over the exam again, it was sort of a forum, a discussion forum. But then for this, I felt it was appropriate to discuss it and to go over it in the target language. But I am dissatisfied with the lack of general consistency, so that would be something to look at, because I do think that, for these girls it is appropriate to deliver everything in the target language.*

Carla's use of L1 with this senior class contrasts with what she said in her PGDE interview when she said she used the TL more with senior classes.

From their comments, the NQTs seem to indicate that using the TL takes more time, which appears to put them under pressure. They also appear to worry that their pupils will not understand if they use a lot of TL.

## **8.4 Classroom management**

Another recurring theme, which has emerged in the questionnaires from teachers and from the initial PGDE interviews is the theme of managing discipline in the classroom. Three of the NQTs, all employed in state comprehensive schools, reported that they found this an issue when it came to target language use

in class. Callum reports using English for explanations to avoid what he feels will be indiscipline through lack of comprehension:

**Callum:** *I think at the start of the lesson, I always think it's easier when they're all coming in, it's quite a big class of 30 and some of them aren't as keen on languages, so I want to try and ensure they're engaged from the beginning, so you want to bring them in, you want to tell them what we're doing straight away so that they have their books out, so that they write that down. And if I was explaining that in German I feel almost as if then the few sort of troublemakers, as it is, well, in the past they've done as well, I don't know what he's on about and then it's almost as if it's kicking up dust and it already starts the process of a class revolt almost, and you know, one starts speaking to another, so I do set out in English what the work will be, what we'll be covering today, so that they can follow from the start and get them engaged. And then that was a quick activity, just to get them straight in and settled as well, to make sure they have their pens, pencils and books out.*

Miranda's approach to this issue also seems predicated on the belief that lack of comprehension by pupils will result in poor behaviour and this is why she uses English, rather than the target language:

**Miranda:** *I know with Curriculum for Excellence the onus of trying to make them more independent learners is to try to put it back to them. And I know there are some kids in that class who could do it, but there are others who would use the target language as an excuse to distract and become disengaged and then the rest of the class would become disruptive.*

She also refers to the pressure to be seen to be coping with behaviour as a reason for her use of English:

**Miranda:** *I think at the outset as an NQT, if your class isn't responding to you in target language and they're becoming disruptive, then you do feel a big pressure to revert to English, because you don't want anyone to see that your class is going out of kilter or anything, or becoming too disruptive.*

The most extreme situation is reported by Christine, who relates very antagonistic reactions by pupils to the use of the target language:

**Christine:** *following asking one of my classes, my PT had phoned me and I just answered her in French, because she was asking me something in French and she's French and I got told off by a pupil who said "Miss, we're here in Scotland, so you speak English here!" I just thought, well, you're in my classroom and you're learning French! And I'm talking to a French national! So that's the negativity you get from the pupils all the time. One of them as well, I remember in one of the classes, it's her excuse for not behaving. I know if something happens with a kid who is not behaving himself or herself, I get if we end up talking with the duty head and if the kid says I'm not behaving, because I don't understand, because she is talking to me in French, that would be held against me. That's definitely going to be held against me.*

She talks also of the lack of support for her efforts to use the target language:

**Christine:** *I don't know, it just feels there is no support for that, no support. I know for sure, if there's a problem in the class and it's not related to me talking to them in French, I would have to answer for that. And the pupil says, "If she speaks to me and it's gibberish..", I had that once, "...and that's why I didn't know what to do, so that's why I misbehaved.", that would be something I would have to answer for.*



The reference to the duty head intervention was mentioned by Christine in discussions during her Induction Year. The duty head forbade her to use the target language in class, as a result of discussions with an unruly pupil that Christine had referred to senior management. The duty head explained that the pupil (and pupils in general) should not be spoken to in the target language, as this was too difficult to understand. This view was supported by the Principal Teacher of Modern Languages. The duty head was not a linguist, so Christine felt very disheartened and frustrated and did not feel an adequate justification had been put forward for this instruction.

In her final interview, Christine refers to a hostile attitude to all things foreign and gives examples of parental interference, insolence from pupils and bullying.

**Christine:** ... *I had a pupil telling me to go back to France.*

**Christine:** ... *I've been told off by a mum for, for forcing her kid to learn French! Why does he have to do that?*

The bullying incident is particularly worrying and Christine also refers to a general dislike that she has perceived in that community for anything foreign.

**Christine:** *I could make assumptions, but I think what is foreign here is not very welcome. I know that there are not many foreigners overall, but there's one girl, who is Polish, and she's been bullied across the school.*

Classroom management issues and the fear of losing control of the class seem to be recurring concerns of the NQTs. There seems to be an implication that the pupils find understanding any instructions or advice in the TL as difficult and as a consequence will misbehave; this leads the NQTs to believe it is better to use L1 for explanations.

## **8.5 Teaching grammar**

As mentioned in the literature review (Chapter 2), in the questionnaire responses (Chapter 5) and in the PGDE interviews (Chapter 6) the issue of teaching grammar proved again to be an issue that challenged the NQTs.

Maria again gave apparently conflicting responses, where it was not certain what her preferred approach was. On the one hand she says she is convinced that teaching grammar in the target language is the best way to do it:

**Maria:** *Yes, I still do that. I still do that a lot. I'm still convinced that's the best way to do it. Because, grammar rules, it's not for myself...but you see an example, you get an example and it's 'Oh yeah, it makes sense!' And then you go back to examples and revise that as well. An example I can think of is teaching 'weil' and how the sentence structure changes and I've done loads of examples beforehand and then showing even pictures and saying, "You make up the rule. What*

*do you think this could be?" And then they make it up and it's generally right. So they know from just seeing the sentence what it's about.*

However, at the same time, she states she also uses English:

**Maria:** *Mmm, yeah, I generally found myself starting off the grammar in German, in the target language, but then, when it came to explaining the exact rule after they had already put it into their own words In English, I explained it in English again. So that's pretty much still how I do it.*

Callum seems quite confident that using English to teach grammar is the most effective way:

**Callum:** *Within the class, if you are explaining grammar rules, I know it's easier to explain it in English perhaps, and to sort of compare it with the English language itself, with these grammar rules and things like that, so I think English is used quite a bit in the classroom.*

Similarly, Miranda feels more at ease teaching grammar in English, feeling that this aids comprehension of the rule more effectively:

**Miranda:** *Yeah, yeah, I think it has, because I feel that grammar rules are, for the classes that I have had, and not necessarily for all pupils, but for the classes I have had, grammar has been quite a challenge, so, and I don't really like teaching grammar rules in the sense of this is the rule, so learn it, but I think whenever there is something that can maybe encapsulate, or can be like, can be something they can grasp onto and hold onto, as something that will remind them to do something, if it's a rule, then I would rather have it clearly understood in their native tongue, in their native language, rather than thinking, Oh, that's a rule, but I really don't understand it, because it was in French, so I'm not going to use it. So, but I think it is really subjective in that I have had sets that I don't think have been capable of learning in completely target language.*

Nadine, although having expressed different views about the use of the target language for explaining things in class, describes her approach of using the target language for teaching grammar:

**Nadine:** *I would say that's the same, although I have done a few lessons to with grammar in the target language and they've gone really well. So, you can do a lesson on grammar in the target language. I've done quite a few.*

Nadine elaborates at length how she used 100% target language to introduce the future tense to her pupils:

**Nadine:** *Yeah, I've just done the future tense with my third years and for activities week, it was before they went away on activities week. So, they go on a big camp, so I wrote a passage in the future tense, not telling them it was in the future tense. I introduced it as, so you're going off to X in a week's time. This is about what you might do there, what your journey will be like, what activities you'll be doing. So, I got them to read it first and then I got them to try and do a reading comprehension with questions, to answer the questions without knowing what the future tense endings were, for example, and automatically they gave me answers in the future tense, not knowing that it was in the future tense. And then I got them to go through and highlight all the verbs in the text and then I said to them "Well, what tense do you think this is and they said the future and I made sure to have all the different parts, the je, the tu, the il and elle. And then I got them to write out the endings and I made sure to have all three groups of verbs so that they could see it's the same endings for all three. They just took the infinitive, except for -er verbs... I'm just confused now (laughs).*

Similar to Nadine, Carla, although describing how she uses English to teach grammar with her International Baccalaureat class, states that she believes teaching in the target language is the way forward:

***Carla:** Although, because, and I say because I've only taught 6<sup>th</sup> form 4 periods a week in total to IB language b level, I'd say that I've been more, personally I've been more comfortable teaching grammar in English. And I do believe that generally my colleagues teach grammar more in English. It probably depends on the level of the class, but personally, I do believe that teaching in the target language is the way forward for any point, because pupils are generally apt at spotting patterns and understanding language when it's taught communicatively. And that's something I have felt freer to do here throughout the year.*

***Carla:** I feel like IB level, advanced level, it is, depending on the class, I feel it is appropriate to teach everything in the target language. I'm aware that some teachers' philosophy is to teach grammar in English at all levels and I can understand that, it ensures everyone understands, however, at a certain level with a certain ability of people, I believe that target language is more valid.*

Carla reports basing her methods for teaching the IB *ab initio* class on her own university experience and tries to draw parallels:

***Carla:** And it's two... And I think I can justify that actually, and this is going to be a challenge to myself as well, in that these guys are IB1 Italian ab initio and so they're at the very beginning of learning Italian and although they're, they are a mixed group, but they're able, they're generally intelligent and good linguists, but they weren't comfortable with me teaching them grammar in Italian at the very beginning, so I reverted to English. Now I'm almost modelling that, to be honest, on how I was taught at university, in that my Italian teachers at university, they decided, it was strategy, they would teach grammar and language in English and then in the second year, from the second year onwards, everything would be in Italian. So the grammar was taught in English in the first year, the ab initio year and from second year onwards everything was taught in the target language. So that's something I'm going to, for grammar, I think I'm going to experiment and ask the pupils, develop, mmm, I'll probably do more in the target language, so...*

The way the NQTs report how they teach grammar is mixed. Maria, Callum and Miranda seem to prefer using L1 to teach grammar. For Callum and Miranda this is not too different from what they stated in their PGDE interview. Maria, together with Nadine and Carla, also see a place for using the TL to teach grammar, despite reporting that they also use L1. The issue of how much TL to use when teaching grammar seems to be the area that exercises the NQTs quite a lot, as it did similarly in the PGDE interviews.

## **8.6 Social chat**

Only one student mentioned social chat in relation to the target language. Callum reported how he chatted to his 4<sup>th</sup> year class and found this settled them down. As Callum and Nadine report in Chapter 6, English and not the target language was stated as being easier to use for social chat:

***Callum:** A lot of them were leaving at the end of 4<sup>th</sup> year. I think that was just at the end, that was April, that would be a few weeks before they left for study leave and so with them it was just*

*really getting them in and they were a very socialable class. I think they were about 18 or 19 of them, about 16 boys and they were the type of boys who liked to chat and to interact, like to sidetrack the teacher a lot. So, I always started off with how they were doing, because a few of them, they liked that just being asked how their day was, things like that, so I often started with the first 5 minutes in English and just to settle them down and just to get them in and settle them down, almost engage them, so that they weren't engaging with the others and causing trouble...and I think that was after lunch as well.*

When asked about this, Callum reported having tried this in German, but found it caused problems:

**Callum:** *Yes. I have tried it in German. Well, with that class I did try it at the start, "Wie geht's?" and that, but they turn that into almost sarcasm, they're like "Oh, what does that mean, I don't even know how to say my name.", you know, so they're always putting themselves down. And you say "You do know, you do know how to say this." But they don't like to speak German when they're with their pals, it's not really cool.*

As in Section 8.3 above on explanations, it seems that use of the TL is avoided for social chat for fear on Callum's part of not being understood, which may result in discipline problems. What Callum says also seems to indicate that using L1 made social interaction with pupils easier.

## **8.7 Time pressure**

Unsurprisingly, the issue of being under pressure of time was a factor cited by three students as having a bearing on whether the target language or English was used in class. This is similar to what some of the students reported having experience as PGDE students (Chapter 6).

Maria refers to the pressure of preparing pupils for assessments as a reason for not using the target language, as she indicates in the quotation on page 227 above. Maria also refers to the difference in putting across basic meanings in the target language and how much more difficult she finds talking about exams:

**Maria:** *Yeah, probably. If I was convinced they understood what I want to say, yeah, but not with that class, no (laughs). They understand the basic "Ein Stift", but "We're going to do a speaking exam", that's too much for them. I think. Yes, because I can't really do gestures to the exams. Or maybe I could....Mmm, something to try out! Certainly, it's just time pressure I think in that instance.*

However, after hearing one of the audio clips of her teaching, Maria reflects how, with a little preparation before-hand, she could have used the target language:

**Maria:** *Em, I think...actually, no, I don't know. Why did I do it in English? Probably...out of time pressure, I wanted to get it done, I wanted them to understand what I'm saying, rather than trying it in that moment. I probably should have tried to explain things in the target language a bit more and think about it a bit more before-hand...not very good. I didn't like hearing that. No, because I don't think that's a good thing to do.*

In spite of her comments above, Maria still seems to find time a big issue. She cites a number of factors that add to the pressure and which lead her to use English, rather than the target language:

**Maria:** *A huge syllabus, assessments and there's hardly, well as well as different to the 4<sup>th</sup> year, there's no time to explore, to make sure that they enjoy the language they're learning. Then in S4 they don't do any of that anymore. There is no time. As everybody says, I always make time, I try to make as much time as I can, but then, especially as an NQT, you have to, kind of, do what your department is doing (laughs) and get through stuff as well. So yeah, there's a huge syllabus, which is a little bit unrealistic, if the kids... it's not, they're not concentrating on the language and the enjoyment, they're just concentrating on what they have to achieve by Standard Grade. Just working towards that, not the actual learning the language, which is a bit sad.*

Callum is preoccupied with the amount of time he feels he can save by using English. He refers above in the quotation on page 229 to repeating things three or four times in the target language to try to get the meaning across and finds English more effective and quicker

In contrast to what she says about teaching grammar, Nadine refers (page 229 above) to the use of English as a way of saving time when managing her class, particularly if the class is of mixed ability.

Similar to what was stated in the PGDE interviews, pressure of time is reported by the NQTs as having an influence on their choice of whether to use L1 or L2. The NQTs appear to indicate that using L1 is quicker and ensures more immediate understanding of what the teacher is trying to say.

## 8.8 Code-switching

The issue of code-switching came up in the PGDE interviews and, likewise, was an issue discussed in these final interviews, too, as it was apparent in the audio-recordings that this happens a lot. All six students expressed views on this, summarised below. Maria felt being a native speaker accounted somewhat for her code-switching:

**Maria:** *Em...I don't do that on purpose. No, it's just something like "Leise, bitte!" I would just use. Probably being a native speaker, I just do it automatically, yeah.*

Callum felt that his background accounted for this, as he grew up in Germany. He said he code-switched growing up, but was not aware that he did this in class:

**Callum:** *Well, I wasn't as aware of it, but obviously listening to yourself, yeah, it must be quite confusing, it must be really confusing for a lot of them. I think it's a personal thing, because obviously, growing up I did that a lot. I still do that, I talk half English, half German and, although, sometimes that's not a good thing at all, because even when I say one sentence to them in English and one sentence to them in German. No, I wasn't aware until I heard that.*

Nadine was also not aware of doing this:

**Nadine:** *I didn't know I did it, no. I am aware, but I'm not aware I'm doing it when I'm doing it.*

Carla felt that part of the reason for code-switching was because we live in an Anglophone country. She describes herself as ‘lapsing’ into English to give pupils a break, although can appreciate the inconsistency. Her use of the word ‘lapse’ seems to imply that she does not see this as desirable. This self-criticism comes through in some of the responses from the NQTs and seems to indicate that they feel guilty using L1 and that they deem using English as somehow failing. This may be related to comparing their reduced use of L2 in their Induction Year to their PGDE year, where extensive use of L2 was advocated. This also shows a measure of reflexivity on the part of the NQTs in relation to their developing expertise as practitioners.

***Carla:** Yeah, I am. I guess it is a, it's probably is the nature...I was going to say, the nature of being in an Anglophone country, context, so inevitably the language that you're communicating in normally is English. I think it's partly my character, in that I do like to establish a relationship with classes and sometimes I feel free to lapse into English, to almost give them a little break, it's almost like a little transition, I see it as a transition as well. However, I do believe that can be done in the target language and they would appreciate that in the target language. I could have easily said you know "beau cul" ça veut dire, you know, "beautiful butt" and they would have understood that, so I think there is still inconsistency that I need to eradicate. Yeah, that's my conclusion.*

Miranda, on the other hand, declared it was her aim to code-switch, as she is keen that pupils should have no excuse for not knowing what to do:

***Miranda:** I do it, because my over-riding aim is to make sure that they understand, so I tend to overcompensate by perhaps saying things in French and then repeating them in English to make sure..., because I'm sure if I just said "... le français avec l'anglais", they would be "What are we doing, what are we supposed to be doing?", you know. And they will create any kind of excuse to not do what you're intending them to do.*

She explained at length her reason for switching codes:

***Miranda:** Yeah, I think the reason L1 into L2 is because you want, because of the speaking skill and you want them, the pupils to be able to reproduce the sounds, because French language isn't a phonetic language. It's not going to sound the way people see it on the page, so I think, in my case, I want to be able to..., I want them to hear my pronunciation, it's not necessarily the only pronunciation in French, but at least something pronounced in French. But then, because quite a few of them don't necessarily know what that means, I then kind of go back into English to try to, I mean I think that's the main reason I speak English and I code-switch, it's because I want to make sure that they've understood and I want them to be in their comfort zone, I don't want them to be out of their comfort zone. Both from a behavioural perspective and as a teacher, I'd like them to feel that they, if they are in their comfort zone, then they're not feeling kind of negative towards me, because they can see that I'm trying to accommodate them, I suppose. I suppose there's some kind of psychology in the code-switching.*

When asked whether the direction of code-switching mattered, there were different responses.

Maria found it more effective to switch from L1 to L2 than the other way round:

**Maria:** *There probably is. If probably, if I I was to say, ...if I would speak...you know how my explanations with the other clip, if I said something in German, then I explained the same thing in English, they probably wouldn't even listen to the German, because they know, aw, she's going to explain it in English anyway. Why would I listen? So that's probably the other way round, but if I speak English and suddenly in German and they go, ooh, what was that? Hang on a minute, what does that mean? Yes, that probably is the difference. Yeah...yeah... probably.*

Christine expressed a similar view:

**Christine:** *Yes, I think if you switch from the French into the English, kind of, you started, but you're defeated. You go back to, there's no actual point of you actually having started in French. Whereas if you go from English to French, then you get them to feel a bit confident. They're kind of in an environment where they feel safe. They have the English and they still have the end where they can benefit from it. I think they can still benefit from what I say and talking in French at the end.*

Callum felt that code-switching can be a useful tool as he explains:

**Callum:** *...I think it's important to start off with, to focus on the target language and then perhaps when they're later on in the chapter, for maybe revisiting things, I think you could use that sort of code-switch, I think you could talk to them in English, I think you could say, "Oh, what did that mean in German?" and then read something in German and say "Could you translate that into English?", when they're using English like that in relation to German, in relation to the exercise, I think that's a good tool to have, to be able to quickly switch over, I think it's a good tool to have.*

Nadine was of a similar view:

**Nadine:** *Em, I think it might be confusing for the pupils at first, but I don't think it's a bad thing, because if you're learning a foreign language, then if you're in a foreign country, you have to be able to code-switch, you have to be able to, yeah, use two languages at once. The more fluent you become, obviously that goes away, but yeah. I guess there is a for and against it.*

From their comments the NQTs seem to indicate that they think code-switching can be useful for helping pupils to understand. They also seem to report that code-switching from L1 to L2 was more useful than code-switching from L2 to L1, the latter perhaps leading pupils not to try to understand L2 as the teacher will explain in L1 afterwards.

## **8.9 Changes in teaching**

As a final question the NQTs were asked if they felt their teaching had changed or developed since their PGDE year and if so how and why. The answers were not restricted to the target language and indeed they were asked to consider their teaching in general.

Each NQT did feel they had developed and gave details of this as follows:

Maria pondered on the target language and wondered how she could develop this:

**Maria:** *Em...Hmm.... It obviously has developed. It would be bad if it hadn't. I obviously got a lot more confident in the things that I teach and I know that I can do it now. I know I can manage behaviour as well as teach what I have to teach, which I wasn't quite sure of at the beginning. There's obviously something that everybody needs to learn, but it's quite difficult to master. Target language, I have throughout the whole year, I have been really aware of, I should be using more, and every time I've said to myself I should be using more, but I haven't and it's just slipping after every lesson and I think 'Oh, why didn't you do that? And you should have done more.' And I haven't quite figured out why it's not happening constantly. I can say I have not taught a single lesson where I've just spoken in the target language, I haven't, and I don't know why that is.*

What Maria says is very interesting as it shows she is reflecting on her practice, perhaps not knowing why she is using less and less L2 in her lessons, but nonetheless aware of this. This may be linked to ideas of teacher cognition (Borg 2003; Korthagen 2010) and where she is in her teaching career. This will be discussed in more depth in the Discussions chapter (see Sections 9.13 & 9.14).

Christine had felt her confidence had dropped since her PGDE year and said she had to build that up again:

**Christine:** *Yes. Well, you have to adapt to your pupils and it's not just about you and your ideas and your ideals. You have to bend them in some ways and there are things you improve as well because you get to know them. I don't know, it's just, as soon as you go out of Moray House, your confidence drops, it's nothing, and you have to build that up and while you learn to learn the kids as well. It's just more difficult.*

Callum's main concern was about pace:

**Callum:** *So I think my teaching has changed, because I've had to adapt to certain individuals, which means I've had to slow down my lessons a lot, and the reason I've been slowing them down is because they haven't been paying attention, because they haven't been doing the work, so that influences others who have been paying attention.*

Nadine detailed a number of areas where she felt she had improved:

**Nadine:** *It's definitely developed. It's more, it comes a lot more naturally. Just everything about it. Managing a class, managing behaviour in the class, preparing lessons. It's finally becoming second nature and I feel a lot more, more confident standing in front of the class, developing a relationship with the class, because you're not just seeing them for 6 weeks and that's it, you're seeing them for the whole year. My S3s, I keep them into S4, so I see them through Intermediate 2. So, yeah, there's a lot more continuity and I feel I have more purpose to what I am doing and that, I think, is reflected in my teaching. I'm willing to work harder for all my pupils, not that I didn't work hard on placement, but there is almost, I think I have more of a drive to do the best I can for them, so that they can benefit from that.*

**Nadine:** *Em, I probably use even more assessment, I use, I've done self evaluations with my S3s. Yes, I've used formative assessment with them, got them to evaluate their exam performances. So, yes, I guess I'm more interested in how they think they're doing and what can be done to help them improve, especially since they're going on to Intermediate 2 next year. Yeah, there are, my general teaching strategies, again, I feel they're second nature, I don't, I do things without even thinking about it.*



Carla was keen to work on her target language strategies. She felt she was not at the point she had predicted she would be in her PGDE interview:

**Carla:** *I think I'm probably 60/70 percent. I don't think I've reached my target, if I was absolutely honest, and I think it has been a genuine question of experience and confidence. I think often when you're starting out and you're in a department and the common language is French, I know that I have certainly felt sometimes intimidated and not very confident about my level of French compared to other colleagues and I don't have any grounds for that, but I felt sometimes, I've been a bit down about myself, about my own ability, but again, I don't have any grounds for that. But I've generally, even if that negative thought has come and affected me, I've generally thought that's rubbish and give my best shot whatever, even if I'm making a classic error in my speaking, I find that communicating as much as possible in the target language.*

Similar to Maria above, both Carla and Miranda are reflecting here on where they are at in their teaching career trajectories. Interestingly, they both reflect on their use of the TL, Carla concerned that she is not using enough TL and Miranda, in contrast, more confident and less self-conscious about not using the target language:

**Miranda:** *Yeah, I feel I've developed, because of strategies, classroom management. I used to feel self-conscious that I wasn't speaking in the target language and if I was speaking English, I would think there was someone looking in on my class and thinking she's not using target language enough and feeling bad for talking in English, whereas I don't feel that now. I feel sometimes it's really necessary for classroom management purposes.*

Like Maria, Carla and Miranda's comments may be linked to ideas of teacher cognition (Borg 2003; Korthagen 2010) and ideas of teaching career trajectories, which will be discussed in more depth in the Discussions chapter.

## **8.10 Aspirations for the future**

It is interesting that, although the NQTs felt that they had progressed, a number of them had identified areas where they had changed their views or aims, including target language use. These areas included what language (L1 or L2) they used predominantly for explanations, for classroom management and also for teaching grammar. These changes and possible reasons for these have been mentioned in this chapter under the different headings. A discussion of these issues is to be found in the next chapter, but it is interesting that a number of the NQTs still remain open to development. Although they have identified where they are at in terms of how skilled they feel they are at using the target language at the end of their NQT year, they are keen to research and develop further their skills and their craft.

Maria considers at length what may be possible in the next year in relation to her use of the target language:

**Maria:** *I remember you saying when we were going through the PGDE that when the kids enter your room, it should be the country, they're entering a different country. I didn't have my own room. I was running around, rushing around. It's probably this...I would have decorated my room, I would have created the atmosphere of being in Germany, so it probably would have been a little bit different there as well and I would have always made sure I am there at the start as well, but now, because I'm running from one floor to another, the kids are normally there before me, so you don't get the starting point, which is probably something that...it is really important to greet them in target language at the door and now proceeding with target language the whole period or 99% ideally, so that's something, if I was to continue teaching German as a foreign language next year, that would be something I would try my best to do. Certainly with your research as well, I have been fortunate enough to be made aware of the importance of target language, whereas probably a teacher that's 30 years into their career would respond a bit different, I don't know, and think about these things differently. I know it's really really important and I know I should be doing more.*

Carla is actively looking for CPD (CLPL)<sup>28</sup> to help her with what she sees as inconsistencies in her teaching:

**Carla:** *...It's something which is a CPD aim for next year is to get some funding to go on an immersion teaching workshop in France or in a francophone context, because I do feel I could benefit from a refresher course like that, because, as you may be aware, I communicate daily in Italian, I feel generally a lot more at ease and relaxed and able to communicate in Italian...So that's something I'm going to, for grammar, I think I'm going to experiment and ask the pupils, develop, mmm, I'll probably do more in the target language, so...I do need to be more strict about demanding the target language from them and modelling that myself. I think there is still inconsistency that I need to eradicate.*

Although she has expressed her concerns with using the target language, Miranda sees herself as developing her approach to use it more and feels that continuity with classes would help in this:

**Miranda:** *I would love to say that I could use more target language and I think with classes, if you had some continuity with them, you could actually develop more use of target language. You know, like, to get the confidence between you and them, so that they trust you more and they are more willing to stay engaged, as opposed to, like, drop out of the engagement and then become disruptive, you know. I think that it is something I'd like more time to work on...*

These last four chapters have presented the findings from the questionnaire to serving teachers, the interviews with the PGDE students, the audio-recordings of the NQTs' lessons and the final interviews with the NQTs. Within these chapters, there has been an attempt to relate these findings to the research questions. Chapters 5 and 6 relate more to the first research question and chapters 7 and 8 relate more to the second research question. Through an inductive analysis of the data themes have emerged which have often overlapped across the chapters, namely the changes in pedagogy in relation to TL use by the NQTs

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<sup>28</sup> CPD – Continuing Professional Development is a term used in education and other professions to describe activities people undertake to maintain their professional knowledge and skills. In Scotland, the term CLPL, Career Long Professional Learning, has become more widely used in the teaching profession.

and the reasons they state for these changes. These changes are evident in the language (L1 or L2) chosen by the NQTs use for explaining, managing discipline, teaching grammar and for social chat. Pressure of time and wanting to ensure comprehension are among the reasons given by the NQTs as influences on their practice. These issues, among others, will be discussed more fully in Chapter 9 – Discussion.

## **Chapter 9      Discussion**

### ***9.1 Introduction***

In this Discussion chapter the Researcher self is inevitably going to be influenced by the Teacher Educator self. The comments as Teacher Educator have been included in such a way that it is easy to distinguish them from the Researcher comments.

In the previous four chapters I presented the data from my questionnaire administered to the serving teachers, the interviews with the PGDE students, the audio-recordings of the lessons of the newly qualified teachers (NQTs) in their Induction Year and the final interviews with the NQTs and made a first analysis of them. In this chapter I shall continue the analysis as I first of all look at the overarching issues arising from the data and what is absent, namely that the NQTs had significantly changed their pedagogy in relation to the use of the target language in their Induction Year and the reasons for this. These issues led me to looking at teacher expertise, teacher acculturation and teacher cognition and how the initial teaching of these six NQTs relates to theories of situated learning. In discussing these areas I shall link the data with the relevant literature. I shall look at the extent to which the research questions have been answered and discuss how important the aforementioned overarching issues are for teacher development. In looking at the issue of use of L1 and L2 in this thesis, what is meant is the extent of oral use of L1 and L2 by the students and teachers in this study. Where appropriate, I shall repeat interview extracts to avoid the reader having to leaf back to their original use.

### ***9.2 Overarching issues***

The overarching issues relating to this thesis are the apparent reduction and rate of reduction in the amount of L2 used by the NQTs in their Induction Year and the reasons for this. This leads on to an examination of how these young teachers have changed pedagogy, the acculturation of teachers, teacher cognition and situated learning. The most important issues are the reduction in L2 used by the NQTs and the changes in pedagogy; the other issues help us to understand these.

### ***9.3 L2 use by the NQTs***

Whatever the NQTs were doing in class, they were having to communicate. They were explaining what was going to happen in the lesson, the next steps, explaining tasks, answering questions, carrying out classroom organisation and management. Some of these tasks may have been simple, some may have required more complex instructions. Part, or the whole of the lesson, may have been devoted to introducing or practising a grammatical point. In addition, the NQTs may also have been engaging the class in general social chat and with some classes there may have been behaviour issues to deal with. What is interesting is why, only a short time after their PGDE year, when as students they used the target

language a lot, their use of the TL was noticeably reduced in their initial stages of teaching (Research question 2<sup>29</sup>).

In chapters 6 – 8, it emerges that the NQTs found it particularly difficult in using the target language in the following areas: explaining, discipline, grammar teaching and building social relations with their classes. I will examine these areas in sections 9.4-9.7, paying particular attention to how the NQTs have changed their pedagogy in relation to the use of the target language.

## 9.4 Explaining

### 9.4.1 Definition of explaining

In examining what is meant by the term ‘Explaining’, I shall present a new definition of this term to show what interactions are meant by ML teachers when they use this.

The term ‘Explaining’ is used by teachers in the questionnaire and the students to describe a number of similar, but often distinct functions. To clarify the functions to which the term explaining refers, I adapted the categories (see Section 6.8) used by Crichton (2010) to describe teachers’ target language, omitting ‘Conversation-type language’, which Crichton uses essentially for social chat. I have included the table here again for ease of reference.

**Table 25: Reproduction of Teachers’ TL Codes<sup>30</sup>**

Teachers’ TL Codes
1. Organisational/instructions
2. Focus on language
3. Language used to practise structures and vocabulary
4. Requests for translation from the TL
5. Requests for translation to the TL
6. Requests for repetition
7. Response to pupil initiation

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<sup>29</sup> Research Questions: 1(a) In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms? 1(b) What reasons do student teachers of modern languages give for using, or not using, the target language in class? 2(a) In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language? 2(b) What reasons do they give for any changes they make?

<sup>30</sup> These are based on the codes developed by Crichton for the teachers in her study.

A definition of each of these categories is given on pages 131-132, however, all six students seem to use the word ‘Explaining’ and its derivatives as an umbrella term, or as a shorthand, to describe one or more of the seven categories in Table 25 above. Their use of the word ‘Explaining’ seems to be used to describe a number of ways they use the TL to keep the lesson ‘ticking along’. The teachers in the questionnaire use ‘Explaining’ in a similar way and indeed it is perhaps the use of this term to describe different categories of action by serving teachers that has influenced the NQTs, starting when they were students and into their first posts, to use the term ‘Explaining’ to describe their TL use according to the seven categories above. To denote this phenomenon, the term ‘Explaining’ (and its derivatives) will be written with a capital ‘E’ in this chapter and the next chapter when reference is made. This is very interesting, as it shows that teachers generally seem to use the term ‘Explaining’ to mean a variety of interactions, as defined in Section 6.8, which is not the same as conventional interpretations of ‘explaining’ as used by researchers (Franklin 1990; Macaro 1997; Cook 2001). This is an important point to have come out of this research.

Although teachers who responded to the questionnaire and the PGDE students mention at times ‘explaining grammar’ or similar, what they often mean by this term relates to *Focus on Language* above. Distinct teaching of grammar will be covered in section 9.6.

## 9.4.2 Reasons for not using L2

If we look at the questionnaire responses (Chapter 5), it seems that many teachers identified level of difficulty of what they are trying to introduce, Explain or get across as being the main problem in terms of using L2 in class. Franklin (1990), Cook (2001) and Butzkamm (2003) report that often teachers find using L1 easier to get their meaning across.

From the analysis of the data gathered in the interviews<sup>31</sup> with the PGDE students (Chapter 6), it is clear that they were keen to use the TL as much as possible and, in answer to the questions, they talked about the strategies they used to do so, including techniques they used to make the foreign language comprehensible when pupils have problems understanding. However, where comprehension was still a problem for the learners, then translation into English or Explanations in English were used. For proponents of maximised use of the TL, this may not be seen as a problem if used now and again as a strategy to aid comprehension, but this seemed to be the only method employed, other than an immediate translation into English, according to the students’ own reports.

As has been mentioned in Chapter 6, Miranda stated that she would prefer to use the TL more if she knew enough strategies for conveying her meaning in TL. Similarly, Carla states in her final interview that she would welcome more CLPL on using more L2 in her classes. Maria (see page 239) reflects on how she has not used L2 as much as she would like:

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<sup>31</sup> These interviews took place at the end of the students’ PGDE year, immediately prior to their NQT year. See section 4.2.1 for sequence of data collection.

*Maria: I should be using more, and every time I've said to myself I should be using more, but I haven't and it's just slipping after every lesson and I think 'Oh, why didn't you do that? And you should have done more.'*

Similarly, Nadine, also in her final interview:

*Nadine: I did stretch them in terms of amount of work, and load of work, but in terms of target language and them hearing it, I think I could have done a lot more, rather than just thought, oh well, I'm not going to try, why try for half an hour and them not understanding me at all. I probably should have pushed a bit more.*

It may be that we as Modern Languages teacher educators need to work on developing these strategies to a greater extent with our students in our ITE programmes. In his research with student teachers, Macaro (2001, p. 545) identified this very problem of conveying messages to language learners and why many student teachers 'resort' to L1:

*"The functions to which the student teachers put their use of the L1 reflect those of previous studies involving more experienced teachers. Procedural instructions for activities figured prominently as a reason for resorting to the L1. This function particularly appeared to be a source of conflict for some of the student teachers ... Being able to put across the message in the L2 appears to be a cornerstone of Communicative Language Teaching methodology with some but not with all of the student teachers."*

This difficulty that the PGDE students expressed in using L2 in class in the interviews at the end of their PGDE year seems to have become much more acute as the students moved into their Induction Year. In the analyses of the audio-recordings these students made of their lessons as NQTs during their induction (Chapter 7), we see that they used less TL than they indicated in the PGDE interviews they would use when Explaining in class. In accordance with Macaro's (ibid) findings for student teachers, whether it was simple procedural instructions (ie, 'come in', 'sit down', 'get your books out'), or instructions to the class about activities or tasks, L1 (English) was predominantly used and not L2.

### 9.4.3 Time as an issue for teachers

The most common reasons given by the NQTs in their final interview for their use of L1 were (1) for comprehension (25 instances mentioned in the final interviews) and (2) for speed, ie to manage to get through all the items on their lesson plan (13 instances mentioned in the final interviews). These are reasons which also come out in the questionnaire responses from experienced teachers. Cook (2001), Butzkamm (2003) and Hall and Cook (2012) see L1 as useful in conveying meaning in the FL classroom. From talking to colleagues in schools and from answers in the questionnaires completed by serving teachers, it is apparent that time is one of the most important factors concerning both new and experienced teachers. Like a number of their more senior colleagues, the NQTs feel under immense pressure of time as modern languages departments set deadlines for completion of units of work. A study carried out jointly by the University of Stirling (UoS) and the Scottish Council for Research in Education (SCRE) into the decline in uptake of foreign languages in the upper secondary school (FLUSS) in 1999

(McPake, Johnstone, Low & Lyall, 2004) reported that 60% of principal teachers were dissatisfied with the teaching arrangements for S3 and S4, time allocation being the most frequently cited issue. A number of teachers complained that teaching time had reduced for a number of reasons: to accommodate new subjects, curricular guidelines or changes to the structure of the school day. The time allocation of approximately 150 minutes a week for modern languages in S3 and S4 has not increased in the majority of state schools since the FLUSS report and it is reasonable to assume that teachers feel under no less pressure to get through all their work with pupils.

If we look at the issue of time, mentioned by the NQTs in their final interviews, there is no evidence in the data I collected to suggest that Explaining in L1 is actually quicker. The activities that have been Explained in English in the recordings can be categorised as falling into areas 1 to 7 above. Giving general classroom management instructions to the class, for example ‘stand up’, ‘listen’, ‘open your books’, as in category 1 above, is straightforward in the target language and generally involves use of the imperative and simple phrases. As a lot of this language is used often in class, the language is easily recognised and becomes routine. Indeed, often this language does not need to be overtly taught, as it is easily acquired. During their PGDE year the students used a number of techniques to help their pupils acquire this type of classroom management language, for example through gesture/mime, flashcards repetition, use of concrete referents and cognates<sup>32</sup>. Using these techniques may not take any more time if the input is made comprehensible. This seems to echo Chaudron (1985, p. 21), who advocates “*a rich TL environment*” for instructions, drills, discipline and management and Ellis and Sinclair (1996), who assert the importance that the recurrence of language to which learners are exposed in the day-to-day routine of the languages’ classroom aids consolidation of vocabulary and phrases. These are techniques that the NQTs used during their PGDE year, yet show no evidence of this in the recordings. I will return to this point in section 9.9, where I draw together the four areas examined in sections 9.4 – 9.7.

In considering deadlines set by departments for completion of work, often cited by the NQTs as contributing to their use of L1, it is recognised that deadlines in themselves are not problematic, as there do need to be time limits to help planning a curriculum. Often teachers will think that using the TL will take more time, as indicated by the NQTs in their responses in the final interviews (See Maria, p. 228; Nadine and Callum, p. 229). However, assuming that Explanations in the target language will take longer is potentially problematic. It may lead the teacher to think that coverage of an area, structure, vocabulary is more important than ensuring that the student can actually understand and use the foreign language and may lead to a tick-box mentality in terms of teaching. In effect, the teacher may feel she/he has ‘covered’ the language with a class and can ‘tick it off’ as being completed. This may not mean, however, that the learner has actually learnt the language or can use it. In addition, the Explanations being in English, the

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<sup>32</sup> Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.



teacher has missed a valuable opportunity to expose the learners to the foreign language. Ellis (1984) and Cook (1991) warn of the problems when too much L1 is used (ie L1 may become the *lingua franca* of the classroom, with learners receiving very little exposure to the TL) with Macaro (2000, p. 187) advising practitioners to “make professional judgements for themselves”. However, if there is a ‘judicious’ amount of L1 that can be used in class (Hammerley 1989; Butzkamm 1998; Cook 2001; Pachler and Field 2001), then teachers need advice on this issue to stop L1 becoming the *lingua franca* of the classroom. This issue of judicious use of L1 will be examined in section 9.11.

#### **9.4.4 Comprehension as an issue for teachers**

The point relating to Explaining raised in section 9.4 - comprehension - is unclear, for if the input in the target language is made comprehensible, then it may be safe to assume that the learners will understand. Giving a translation in L1 creates the problem that the teachers have not afforded the learners the opportunity to convert input into intake. Part of the reason advanced by the NQTs in the interviews for using English for Explaining is that the instructions, etc will be too difficult for the learners to understand. A possible cause of this may be using unnecessarily complicated language to explain things, as mentioned by Franklin (1990) when referring to excessive teacher talk. In her second recording, Carla demonstrates this when she says to the class “*And the subjunctive came up in the conjunction booklet...*” and then goes into English to Explain when to use the subjunctive.

#### **9.4.5 Mode of teaching as an issue for teachers**

Another reason that may lead teachers to use less L2 is the teaching mode chosen. In the audio-recordings of their lessons, the NQTs used direct whole-class teaching for the majority of their Explanations, in contrast to their PGDE year where, as student teachers, they used a variety of teaching modes, including pair work, group work, team-teaching, amongst others, and this comes across in their PGDE interviews. This whole class approach, however, leads them to pitch Explanations at a certain level, either at the level of the weakest or pitching to an imaginary middle, with no differentiation of the input. Differentiation will be examined in section 9.9; however, the crucial thing here is that the NQTs reported that they felt they could not use the TL to Explain what they wanted to say in the audio-recordings, that they used L1 to ensure that pupils understood. Franklin’s (1990) study of Scottish secondary school French teachers, Neil’s (1997) study of Northern Irish German teachers and Meiring and Norman’s (2002) study of modern languages teachers in England revealed that many teachers used L1 for Explanations as opposed to the TL.

#### **9.4.6 Teacher Talk**

On this topic of teacher talk, Mitchell (1986) notes how this can inhibit the use of the target language as the medium of instruction. This can take the form of the modern languages teacher trying to give a long or complex Explanation in the target language and using similar forms of expression as s/he would in

English. These expressions can be complicated and the teacher may find her/himself using phrases such as “Je veux que vous fassiez des exercices.”, to give an example I have frequently heard on placement during observed lesson visits. This French phrase involves the subjunctive mood and is difficult for most non-native French speakers. Seeing blank faces (or wishing to avoid seeing blank faces) the teacher often uses English instead. A little thought in advance and the teacher will realise that using a simple imperative, eg. “Faites des exercices!” (if necessary, accompanied by gesture or mime) would immediately convey the message. Carla, in her third recording, talks about the subjunctive mood and the pluperfect tense in Italian to her pupils. As they would not understand this in L2, she uses L1 for this part of the lesson, as she later explains in her final interview. Franklin (1990) advocates teachers to routinize language practice activities so that pupils always have the same format as a way to avoid lengthy explanations in L1, adding that examples of spoken exercises can be demonstrated with a co-operative teacher or an able pupil, with some examples written on the board.

There are many strategies that teachers learn in their PGDE year to facilitate use of the target language when Explaining in class, such as giving any written phrases/instructions on the board or on worksheets in the target language with symbols beside them, eg. a book symbol for a reading task, a speech bubble symbol for a speaking task, demonstrating activities with able pupils or using cognates. It is also acceptable to write a short paraphrase of the instruction in English below the target language. As the learners become more proficient, this support/scaffolding can be gradually withdrawn. However, these techniques did not seem to be used in any of the lessons recorded. The fact that the NQTs seem to have chosen not to use any of these techniques with which they were so familiar during their PGDE year, some of which they refer to in their PGDE interviews (See sections 6.3 & 6.4), indicates a significant change they have made in their pedagogy since leaving their teacher education course.

This section has examined the definition of Explaining, one of the four main areas (Explaining, Discipline, Grammar, Social Chat) the NQTs find difficult in L2 and how the participants of this study use Explanations in foreign language lessons with their pupils. Reasons for not using L2 have been explored with particular reference to the issues of speed, making language comprehensible and teacher talk. Finally, this section has looked at how the NQTs have changed teaching strategies, seeming to discard strategies they used successfully in their PGDE year. The next section will consider the area of discipline and the difficulty the participants of this study perceive in managing behaviour in L2.

## **9.5 Discipline**

In the questionnaire responses (Chapter 5) a number of the respondents identified discipline as a barrier to being able to use the TL. This was also found by Franklin (1990) in her study of Scottish ML teachers. Cook (2001) points to the positive benefits of using L1, one of these being for classroom management.

Managing the behaviour of pupils in class and a fear of losing control are factors cited by many teachers in the questionnaire as to why they use more L1. In a similar way, in the interviews with the PGDE students, many of the students reported they found it difficult to maintain discipline in the target language and many of the students stated that they found it easier to use English for classroom management. This was partly due to the students fearing that their pupils would not understand them if they used behaviour management terms in L2, but perhaps also because they felt more comfortable doing this in L1. As Nunan (1992) notes, experienced teachers paid more attention to language matters than less experienced teachers, who seemed more worried about classroom discipline and this seems true of the six students when they became NQTs. As Miranda states in her final interview:

***Miranda:** I think at the outset as an NQT, if your class isn't responding to you in target language and they're becoming disruptive, then you do feel a big pressure to revert to English, because you don't want anyone to see that your class is going out of kilter or anything, or becoming too disruptive.*

Maria talks of a similar problem:

***Maria:**...my second year, for example, behaviour wise, they were so bad, and there was a lot of English happening constantly, because they were saying "Can you do it, I don't know what you're talking about." Always, always, always, always, always. I was just faced with a wall of them not wanting to correspond.*

Callum mentions behaviour a number of times in his final interview, for example:

***Callum:** ...if I was explaining that in German I feel almost as if then the few sort of troublemakers, as it is, well, in the past they've done as well, I don't know what he's on about and then it's almost as if it's kicking up dust and it already starts the process of a class revolt almost, and you know, one starts speaking to another, so I do set out in English what the work will be, what we'll be covering today, so that they can follow from the start and get them engaged.*

Discipline is clearly an area which the NQTs find very difficult. The evidence from the recordings and from what they said in the final interviews confirm that they invariably used English to manage behaviour in the class. When indiscipline occurred, the NQTs switched to English to try to deal with this. What is interesting is that this often did not help behaviour management and therefore does not seem to support the view expressed by the NQTs (and by many serving teachers who replied to the questionnaire) that it is impossible to use the target language to control the class, ie. as the pupils would not understand. This point resonates with that above in the section on Explaining, where the issue of making instructions/language comprehensible is explored.

If the pupils do not respond to L1 being used in terms of behaviour management, then the argument for not using L2 for this is less convincing. In many of the recordings there was persistent ill-discipline, despite an almost exclusive use of L1 by the NQTs to try to deal with behaviour.

Franklin (1990, p. 23) writes:

*“The fact that pupils' behaviour is ranked first among the reasons for not using the target language must be taken seriously, and has no obvious solution. Indiscipline in our secondary schools is a fact of life which teachers of all subjects have to deal with, but the task facing teachers of modern languages may be viewed as harder than for most other subject teachers given the need to 'get the children talking' in the foreign language. A solution to the problems of disruptive pupils must be found if foreign language teachers are to achieve this end.”*

What Franklin highlights here is that when disruption occurs teachers find this difficult to deal with in L2 and this is felt acutely by NQTs. She also highlights the added pressure on modern language NQTs. Not only must they develop their teaching skills, cope with administrative tasks and deal with bad behaviour, they must do all this in a foreign language in which their learners are not fluent and which they find difficult to understand.

Macaro (2001, p. 539) in his case study of six student teachers in secondary schools in England comments on the difficulty ML teachers face trying to get their meaning across, while at the same time managing behaviour:

*“We begin to see the conflictual nature...where the ideal is being compromised by the reality of lack of comprehension. This concern with the pupils' understanding of lexical elements and short phrases is not limited to the language content of the lesson but also to minor reprimands...”*

### **9.5.1 Classroom management techniques**

What may be useful for teachers to help manage behaviour is to have a bank of classroom management terms in the target language that they can use in class, with which their pupils can gradually become more familiar. This strategy, along with others, to help the students use L2 while still being able to manage behaviour in class, are explored with students in their PGDE year. A variety of techniques, such as use of tone and pitch of voice are explored in the students' PGDE year. Often the tone of the teacher's voice can convey their meaning without the need to translate. What is also useful is developing a presence in class, which often helps to prevent incidents of indiscipline, or certainly helps (new) teachers to be able to deal effectively with it. Other techniques involve how teachers use the space within the classroom and how they move about it, exaggerated and purposeful gestures being very effective in terms of holding the attention of learners, reducing the need to tell pupils (in L1) to be quiet and listen.

What is interesting in terms of L2 use is that instead of using these techniques, what we hear quite often in the audio-recordings are the NQTs struggling, in vain, to make themselves heard over the noise of seemingly disinterested pupils, for example Miranda in her second recording having to shout over pupils and in her third recording trying to get her pupils to listen, similarly with Callum in his first recording. Maria provides a stark example of how difficult it is for the NQTs to maintain discipline, resorting to trying to shout over the pupils in all three of her recordings and getting hit in the leg by an object thrown at her. In the heat of the moment, in these immediate here-and-now situations, the NQTs have consciously,

or subconsciously, chosen to use L1 to try to manage behaviour, their actions possibly being evidence of a *gestalt* (Korthagen 2010) they have developed to deal with certain situations.

The choice the NQTs make in their classes as to teaching approach or mode (direct teaching, group work, etc) has an effect on the success or otherwise of their lessons and in the case of ML teachers this often has, as demonstrated in the audio-recordings (Chapter 7), determined the choice of whether to use L1 or L2 in parts of a lesson. If teachers do not create a positive interactive learning environment, this can have consequences for learning, but also for classroom management. In the PGDE year the students examine a range of learning and teaching approaches with an emphasis being put on a social constructivist approach (See Section 2.3.4) and cognitive apprenticeship, both in subject workshops and in lectures. In the lecture schedule I deliver a lecture to the entire PGDE cohort on learning and teaching strategies. I explore this in more detail with the PGDE ML students in relation to L2 use: but it seems that other factors related to teacher cognition (See Sections 2.5.2 -2.5.3.7) may have had a greater influence on how students use L2 in class.

What appears to be very much the norm in the recorded lessons is that there is a greater reliance on whole-class teaching than the PGDE students showed at an earlier stage. This in itself brings many challenges. It is very difficult to hold the attention of a group of any individuals for long periods of time, even with adults. The problem is multiplied manyfold when the learners are children, who generally have short attention spans and need a variety of activities to engage their interest. What a lot of the children received, as suggested in the recordings, was lecture-style teaching for much of the lesson, and sometimes, for the entire lesson. Franklin (1990) describes this type of teaching as ‘Monotonous Teaching Methodology’, which, she claims, can result in pupils behaving badly, causing teachers to use L1 to regain control.

This lecture-style approach is found in the majority of the audio-recordings and often may not be the most appropriate learning and teaching strategy for every class. It ignores a wealth of other strategies at the teachers’ disposal, such as group work, pair work, team-work, skills-centred activities, multi-skill activities and multi-task activities. This whole-class mode of teaching usually means the teacher pitching what s/he has to say at one level, often meaning that if L2 is used some less able pupils will have difficulty with comprehension, while more able pupils may not feel sufficiently challenged. This can frequently lead teachers, as stated by the NQTs in their interviews, to using L1. The preference for whole-class teaching over more active forms of learning seems at odds with what Bloom (1956) says about the learning process and can often cause boredom, restlessness and consequently off-task behaviour in learners.

Other, more logistical factors may also be the root cause of disruption. These may be related to preparation of materials and/or equipment, the room layout, the technology or other random factors. Most eventualities can be planned for and effective lesson planning takes many factors into consideration. The arrangement of desks, for example, into series of rows may not allow for group work or other interactive

forms of teaching, thereby leading the teacher to a more traditional whole class mode of teaching. If materials are poorly presented, if equipment is not checked and prepared in advance, or if instructions are not clear are all potential causes of confusion and possible unrest among pupils. The discipline checklist (Appendix 10, p.335) is a resource given to the PGDE ML students and illustrative of the type of advice given to students in terms of classroom management. This advice is given to the students partly to help them develop their general classroom and behaviour management techniques, but also to help them to learn how to create a positive, interactive atmosphere in class, which will facilitate their L2 use, without having to change to L1 merely for reasons of discipline. All of the areas in the discipline checklist are explored with students during their PGDE year, but few of these seem to have been used, perhaps discarded by the NQTs in panic under a barrage of ‘incoming’ in the classroom. This will be discussed further in section 9.14.

### 9.5.2 Discipline - State versus Independent

A feature that stands out is that the behaviour of the pupils in independent schools in the audio-recordings was better than that of pupils in state schools, for example, there the teacher had to shout less over the pupils and there were no serious incidents of indiscipline, compared to the audio-recordings of the students in the four state schools.. There are many reasons put forward by educators for this difference in behaviour in the two school sectors, often attributed to social background (Sutton et al., 2007). In the state schools, pupils are conscripts by age and by postcode, whereas in the independent sector, generally their parents have chosen for them to go there. There is pressure on pupils in independent schools to do well, as their parents are paying a lot of money for their education. This also means that parents are more likely to ensure that their children follow the rules, as ultimately the school can decide to permanently exclude a pupil, an option not really available in state schools anymore. A problem for many state schools is that they often have to deal with many pupils who do not want to be there, or who sometimes come from backgrounds where learning and discipline might not be as highly valued.

In a study of social difference (Sutton et al. 2007, p. 19) conducted with children from a disadvantaged housing estate and a fee-paying independent school, the researchers found:

*“It was apparent that discipline was more of an issue to the estate children than to the private schoolchildren. Many of the estate children talked about getting regular detentions and other forms of punishment at school, and at least two of them had been (temporarily) excluded.”*

The study also found that the children’s educational experiences were very different:

*“The private schoolchildren had long school days (typically 9.00 a.m. to 6.00 p.m.), put a greater emphasis on homework and were involved in a wide variety of after-school clubs and activities. In contrast, the estate children had shorter school days (typically 9.00 a.m. to 3.30 p.m.), were not as focused on their homework and were involved in fewer after-school clubs and activities.”*  
(ibid)

It is not surprising, therefore, that Carla and Miranda, the two NQTs in the independent schools, had negligible discipline problems. Carla did not seem to have any discipline problems and Nadine, although her pupils were chatty, still managed to carry on with her lessons. Out of the six audio-recordings carried out in the two independent schools, only once did one of the NQTs give pupils a row and only one pupil was threatened with detention. What is surprising is that the amount of target language these two NQTs used was not significantly greater as a consequence. They may not have had to contend with as many discipline problems, but the language they used for activities in class was still predominantly English, including for the teaching of grammar. This may reflect their preference for how to teach grammar, preferring to use L1; however the issue of grammar teaching will be examined in the next section.

## 9.6 Grammar

The practice of teaching grammar in L1 by these NQTs and the reasons they gave for so doing resonates with a number of the questionnaire responses from experienced teachers and their reasons (ie, the pupils will not understand, it takes too long) for teaching grammar in L1 (Chapter 5).

What most of the NQTs as students found especially difficult during their teacher education was teaching grammar in the TL (Chapter 6). It may be that the lexicogrammatical notions are different from English in the languages the students teach. The languages of the NQTs are, however, French, German, Spanish and Italian, which should not be more difficult to grasp for Scottish native speaker pupils. As Hasselgård (2013) notes, there are many crosslinguistic similarities between English and French and English and German. The pupils' lack of the metalinguistic and grammatical concepts (e.g. *tense*, *adverb*, *auxiliary*) in English may make it difficult to be able to recognise and categorise features of the foreign language. This can be a problem, but whether the grammatical point is taught using the metalanguage or presented using other terms, the problem may not be attributable to unfamiliar lexicogrammatical terms or lack of metalanguage, but more to do with how the NQTs present the grammar points.

The NQTs tended in their recordings to give an Explanation of a grammatical rule in L1 and then have the pupils try this out in practice, using the Presentation, Practice, Production (PPP) model, for example Miranda teaching French prepositions in her first audio-recording and Callum teaching the German perfect tense in his first audio-recording. Teachers who use this model believe it speeds up the rate of language acquisition (Long 1983, 2001), however perhaps at the expense of communication and accuracy (Zhao & Morgan 2004). This is different from what the students learn on the PGDE programme before they go out on placement, where they are taught to introduce grammar communicatively in L2, and to delay giving a note of the grammatical rule until the pupils can produce the target structure competently and confidently. The rule or explanation serves then to underpin the language the pupils have learnt, has a context and is easier to understand and is more an inductive approach to language teaching, as well as providing more

exposure to L2. As Sheen (2002, p. 303) points out when making the distinction between ‘focus on form’ and ‘focus on formS’:

*“These two extremes have been encapsulated by Long’s (1988, 1991) proposal that grammar instruction may be of two types: ‘focus on form’ and ‘focus on formS’. The former refers to drawing ‘... students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication.’ (Long 1991: 45–6). The latter is equated with the traditional teaching of discrete points of grammar in separate lessons, and as such also includes the approach advocated by DeKeyser (1998).”*

As we can see from the analyses of the audio-recordings (Chapter 7) and in the interviews with the NQTs (Chapter 8) when teaching grammar, the NQTs used L1 for the most part. This approach is considered by some researchers as advisable as the structure of the language in L2 can be compared with that of L1 (Hammerly 1989; Hopkins 1989; Butzkamm 1998, 2003; Cohen 1998; Hagen 1998; Cook 2001; Pachler and Field 2001). Similar to the section on Explaining, the grammar teaching that took place was characterised by whole-class lock-step teaching and their approach can be characterised for the most part, as the grammar-translation method (See Section 2.2.1). Although this method may help the learners understand how a foreign language works, they are not using it for communicative purposes (Richards and Rodgers, 2001), so are not involved in using the FL actively for any communicative purpose. When talking about which language the NQTs used to teach grammar, answers in the final interviews predominantly reflected a view that they believed it is quicker to use L1 to Explain grammar and that this ensures comprehension. This is exactly the same as the reasons given for using L1 for Explaining above. The result is that the approach is very traditional and the NQTs seemed to be giving their learners a declarative knowledge of grammar rules, rather than approaching the teaching of grammar in a communicative manner, which would foster learners’ procedural L2 knowledge. This emphasis leaves the learners with a bank of grammatical rules, but out of context. Learners taught in this manner need to decide what they want to say, think of the rule and apply it to their situation. This produces often stilted and hesitant speech and is counter-productive to developing communicative ability and fluency.

The reasons for the choice of this grammar-translation approach to foreign language teaching with delivery in L1 may be more to do with issues of teacher cognition (Borg 2003, Korthagen 2010) and its relationship to the prior language learning experience of the NQTs and their classroom practice, where they themselves as learners were taught grammar in a similar fashion. These areas and how they may affect the NQTs are explored in more detail in section 9.14 below.

There appears to be little evidence from the audio-recordings in the approach taken by the NQTs of grammar being taught in the target language, which is similar to what the experienced teachers in the questionnaire report in terms of which language they use for this. In their PGDE year, the NQTs as students managed to combine a focus on form, while often also focusing on forms, and to do all this in the target language. During their PGDE year the NQTs are shown how to introduce grammar in a



communicative manner, as in the sample lesson from the PGDE ML course in Appendix 11, p. 340. They are taught that it is important to know *what* to teach *when* and to have faith in this approach and to know, for example that it is not necessary to teach the whole verb paradigm for learners to start using the foreign language.

The NQTs were able to produce communicative and, indeed, ingenious lessons to introduce grammatical points while on placement in their PGDE year, but as has been noted above with reference to Explaining, there is little evidence in their Induction Year of the use of these techniques once commonplace in their PGDE year.

This section has focused on how grammar is taught, as reported by the experienced teachers and the NQTs. The next section examines the use of L1 and L2 for social interaction.

## **9.7 Social chat**

The issue of building relationships is discussed in Chapter 5 in relation to the responses made by the experienced teachers to the questionnaire, namely that these experienced teachers found this easier to do in L1. Similar to the experienced teachers, the NQTs in this study found it difficult to use the TL for this purpose. However, there is evidence to suggest that social talk in the target language is achievable, and indeed can bring many positive effects, as illustrated in research undertaken by Crichton (2010). In her research looking at foreign language lessons with 14-15 year olds in Scottish secondary schools, Crichton found that:

*“The teachers all communicated information about their lives outside the classroom. Teacher openness provides a model for social skills (Elias et al., 1997) and therefore teacher talk about personal matters might have encouraged a collaborative atmosphere where learners felt able to talk about themselves more readily.”* (Crichton 2010, p. 249)

Of the effect on pupils, Crichton (2010, p. 250) writes:

*“Pupils accepted that they would provide their own personal information in the TL in class and the trust they displayed in the teacher’s discretion has been seen in Interview extract 4.10. Interview extract 6.4 provides evidence of their views on teachers offering details of personal information.”*

Crichton reflects that the teachers were able to engage in this social talk without losing respect. This is discussed less by the NQTs than when they were students, the main focus of the final interviews for them being which language they use for Explaining, for dealing with discipline and for introducing grammar. Only Callum mentioned social chat in his final interview and even then it was connected with classroom management, as he said he chatted to pupils in a particular instance about how they were, etc, in order to settle them down and used L1 to do this, as the pupils did not find it ‘cool’ to speak in L2.

## **9.8 Native Speaker versus Non Native Speaker**

There is a lot of literature (Bley-Vroman 1983; Cook 1999; Reves and Medgyes 1994; Widdowson 1994) regarding the perceived benefits or drawbacks of having a native speaker teacher or a non-native speaker teacher. In looking at English as a Second Language (ESL), Reves and Medgyes' (1994) found that differences between Native English Speaking Teachers (NESTs) and non-NESTs related mainly to vocabulary, idioms and appropriateness of language, followed by speaking skills, fluency and pronunciation. Grammar was an area that non-NESTs liked to teach the most. Cook cites Bley-Vroman (1983) who refers to the 'comparative fallacy' in which non-native speakers are referred to as succeeding or failing in their language learning when they measure up to or fail to meet native speaker standards. Although a fascinating topic, the data did not seem to show any real difference in the amount of TL use by native and non-native speaking NQTs in this study. There was also no significant difference in L1/L2 use in terms of gender. Although the data in this small study did not present significant differences in L1/L2 use by NESTs or non-NESTs, this remains an interesting area for future investigation in perhaps a larger scale study in the future.

## **9.9 Changes in pedagogy**

From the analysis of the interviews with the students at the end of their PGDE year (Chapter six), it is clear that Research Questions 1(a) and (b) have been answered: the ways in which these student teachers of modern languages used the target language at that point have been examined, as have their reasons for when they used the TL in class and for when they used English.

The analysis of the audio-recordings (Chapter seven) of these same students as NQTs in their Induction Year, and their own attestations in their final interviews (Chapter eight), demonstrates that these students did appear to change teaching pedagogy in their initial stages of teaching in relation to the use of the target language (Research Question 2(a)): all of these NQTs appeared to change their pedagogy from their PGDE year and seemed to use very little target language in their teaching in their NQT year. The ways in which they changed pedagogy were also examined (See Section 7.7).

Finally, the analysis of the interviews with the NQTs at the end of their Induction Year (See Chapter eight, Sections 8.3-8.7 & 8.10) reveals the reasons the NQTs gave for the changes in pedagogy they made (Research Question 2(b)).

Although the NQTs cover a range of schools from comprehensive to independent and from rural to urban, there are a number of commonalities observable. Most of the NQTs, with the exception of Carla, used a lot more English than L2. Lessons focused on a narrow subset of skills, namely writing, with some reading and listening, although a common feature of lessons was grammar-translation and exam practice (See audio-recordings, Chapter 7). In contrast, Long (1991) and Cook (2001) propose a more inductive approach to grammar teaching, teaching grammar as it arises in class, rather than teaching a grammatical

point as the starting point of a lesson. All of the students struggled to a greater or lesser degree with classroom management and some really struggled to maintain discipline in the class. L2 was used to a very small extent in many classes and it was not always clear to me why L2 was being used at the various points in the lesson.

With a number of the NQTs there was either a marked decrease in the use of L2 found in lessons as the Induction Year progressed, or the amount of L2 remained very low (see Chapter 7, Figure 28, p. 221) for a graphical summary of the amount of time in minutes of TL and English of the NQTs at a glance). This is not an unknown phenomenon. Borg (2003) reports a study of teachers in their first year of teaching who without exception “diverged from communicative principles.”

This trend was less noticeable with Carla, whose use of the target language increased sharply between recordings two and three and who overall used more target language than her fellow NQTs. On analysis of the third lesson, no obvious reason appears for the increase in target language use. There was a variety of different activities – worksheets, games, but nothing to suggest why using the target language would be perhaps easier or more appropriate. When asked about this in the final interview, Carla stated:

*“I felt it was appropriate to discuss it and to go over it in the target language. “*

However, she went on to be critical of herself in the next sentence:

*“But I am dissatisfied with the lack of general consistency, so that would be something to look at...”*

The amount of L2 used in the Induction Year was considerably less than the NQTs used as students in their PGDE year and the recordings show how few techniques used in the PGDE year were used by the NQTs in their Induction Year (Chapters 6, 7 & 8), certainly in the lessons recorded, and also throughout the year, as the NQTs reported in the final interviews.

The issue of being under pressure of time was also mentioned by most of the NQTs. This contrasts quite significantly with the initial interviews when the NQTs were students (Chapter six). At that point, time pressure did not figure so prominently.

It may not be very surprising that these changes in pedagogy occurred. Johnson (1996), Richards and Pennington (1998) and Borg (2003) report similar occurrences among new or novice teachers. (See Chapter two, Section 2.5.2). On visits to schools as a visiting tutor carrying out my termly observed assessed lessons I have often noticed how former students were using very much a grammar-translation approach in their language teaching and using less L2 than they had during their PGDE course. What is most interesting is the apparent starkness and speed of the change in pedagogy. To see as little as 5% target language (Figure 28, p. 221) as the norm being used in class and so soon into their Induction Year, basically from the third month of their Induction Year (approximate date of first set of audio-recordings of the NQTs lessons), was a real surprise. This reduction in use of the target language may, I suspect, have

been happening sooner than the third month of their Induction Year, but this is the earliest I was able to collect data, as I wanted the students to have time to settle into their new roles as NQTs before asking them to audio-record their lessons.

The reasons the NQTs gave for these changes, however, did not come as a total surprise. In discussions with supervising teachers during observed lesson visits to schools hosting student teachers on placement, serving teachers often offer very similar reasons as the NQTs in this research for their use of the TL or for their use of L1 in the classroom, the main reasons being discipline, difficulty in teaching grammar and time pressure. The reason not mentioned in these discussions with supervising teachers is confidence, sometimes cited by the NQTs as a reason for their choice of pedagogy.

The ways in which the NQTs changed pedagogy was uniform across all six NQTs. From a very interactive, learner-centred approach adopted in their PGDE year, the NQTs changed to a very traditional approach in their Induction Year. This traditional approach was characterised by a whole-class lock-step style of teaching where the teacher was the focus of attention and all learners seemed to progress through the lesson at the rate dictated by the teacher.

The universal approach of teaching to the whole class as evidenced in most of the audio-recordings would appear to show very little evidence of attempts at differentiation, defined by the Scottish Office Education Department (now the Scottish Executive Education Department) as:

*“the identification of, and effective provision for, a range of abilities in one classroom, such that pupils in a particular class need not study the same things at the same pace and in the same way at all times.”* (Simpson & Ure 1994, p. 73)

This lack of differentiation can often lead to problems of comprehension, as the audio-recordings bear out (Chapter 7). If the learning is pitched at too high a level, then a number of less able learners will have difficulty in class. As Ellis (2005b) points out in *ten Principles of Instructed Language Learning* “Instruction needs to take account of individual differences in learners.”

When questioned on their approach in the final interviews, or why they did things in certain ways, the NQTs’ responses indicated that they considered the most important thing is to make sure pupils understand and that they could best do that in L1. Maria mentioned that she did not have time to ‘mess around’ explaining in the target language. The evidence from the audio-recordings and the final interviews is that the NQTs felt that the only way to be totally sure that pupils understand what a lesson is about is to explain in L1. The NQTs, therefore, tended to present lessons in what appeared to be a very teacher-centred way and pitch the lesson to a distinct level, often what they seemingly perceived to be the average level of learners in the class. This approach may not meet the needs of every class, for even streamed classes have a mixture of abilities. The result of the approach taken by these NQTs indicates a belief by the NQTs that carrying everything out in L1 is the most effective approach in a multi-level class. This is

surprising, for in the PGDE year students examine closely a range of differentiation techniques. Specific advice relating to differentiation of input and output in L2 learning and teaching can be seen in the extract from the PGDE (Secondary) Modern Languages course document in Appendix 12, p. 342.

More suggestions related to differentiation of learner needs and instruction in second language learning are offered by Convery and Coyle (1993) in their publication *Differentiation - taking the initiative*. These are techniques that students learn and demonstrate to good effect on placement during their PGDE year, yet are largely absent from the audio-recordings of their teaching in their Induction Year.

The shift in the NQTs' teaching style since their PGDE year may also be a reaction to the problems they see in managing pupil behaviour in class, which they see as easier to manage in L1, similar to Franklin's (1990) findings.

The shift the NQTs appear to make to a more whole-class teacher- centred style of teaching and to a grammar-translation approach (see Section 9.6) mark profound changes in pedagogy. There seems to be a significant change in teaching methods in the NQTs' classes compared with a few months earlier, seemingly rejecting interactive and communicative teaching methods for more traditional teacher-led approaches, using less L1. The issue of changing the pedagogical approach to one's subject adopted in pre-service may, of course, not be limited to Modern Languages teachers alone. It would seem reasonable to assume that this may happen in other secondary school subjects too, or indeed that generic approaches to modes of teaching may change in the primary school sector as well. Lortie (1975), Zeichner and Tabachnik (1981) and Korthagen (2010), among others, report this change generally among teachers. Where this study may be of interest to teachers and researchers of other secondary school subjects and to those teaching and carrying out research in the primary school sector is considering just how soon this may occur in a newly qualified teacher's career, the degree of change in pedagogy that occurs and whether and/or when this may revert again to that undertaken in pre-service teacher education.

### **9.9.1 Some factors influencing choice of pedagogy by the NQTs**

Nadine said that it was not realistic for her to use the target language with all her classes at this stage of her career and felt she needed to build up to this, setting herself realistic targets. This seems to suggest that Nadine will increase her use of the target language in her classes as she develops her classroom skills and gains more experience; this has influenced her choice of pedagogy. This contrasts, however, with both the questionnaire data and my own observation on visits to schools, which reveal that a large number of more experienced teachers have changed their pedagogical approach and now use considerably less target language in class. Carla suggested languages teachers need to think more about strategies for using the target language and referred to the discrepancy between what Modern Languages student teachers are encouraged to do and what they actually see teachers doing on teaching placements, which may account in

part for Carla's choice of pedagogy. This is again something for Modern Languages teacher educators to reflect upon and possibly review with respect to our programmes.

### **9.9.2 Setting realistic targets**

What Nadine says in terms of building up to using more L2 and setting herself realistic targets in her Induction Year is very interesting, as it shows that Nadine may well be taking stock of where she is at that point in her development and realises that for a variety of reasons that are known about teacher expertise and teacher cognition (See Section 9.13), that she may well not be able to implement strategies she has learned pre-service to assist her in using more L2 (Richard and Pennington 1998; Borg 2003). Perhaps during her Induction Year she is concentrating on surviving amid administrative burdens, uncooperative pupils, her own inexperience, pressure to conform from colleagues, discipline problems and her own prior language learning experience as a pupil at school. It is an indication that she may come back to these strategies when she becomes more experienced and more confident in her role and abilities as a teacher and that there may be a time when the afore-mentioned factors occupy her less, enabling her to concentrate more on how best to incorporate more L2 in her lessons. It may be advisable for ML teacher educators to take note that novice teachers are likely to find themselves in a similar situation to Nadine and to advise their students to expect this as part of their development, assuring them that they will take time to develop strategies for using L2 more in class and that this is to be expected at the start of their career as ML teachers.

### **9.10 Reflections on PGDE students' development**

Of the six former PGDE students, there were early indications of the future development of some. During his PGDE year, Callum seemed convinced from early on that it was not possible to use the TL in a number of situations. This was evident in workshop discussions and in the lessons where I observed Callum teach. The same is true of Miranda, whose views were similar to Callum and who found it hard to use the TL in face of criticism of using it from teachers on placement.

One of the students' early development showed indications of skill in using L2 in class. Nadine was very good at using the target language on placement in a communicative way; indeed, she used it 100%. On placement 1, having had the disadvantage of an absentee supervising teacher, Nadine showed herself to be nonetheless very skilled in her craft, incorporating a variety of differentiation and assessment techniques into communicative lessons, making use of different modes of teaching. Indeed, Nadine was one of the most accomplished students I have seen in my time as a teacher educator. As the evidence from the audio-recordings of Nadine's classes revealed, and from what she stated in her final interview, Nadine had changed considerably in her approach to the use of the target language and this seems to contradict evidence of development in her placement reports from her PGDE year.

The reasons advanced for the changes these NQTs have made in their pedagogy, ie from using a high percentage of L2 in their teaching during their PGDE year to very little as NQTs, are similar to those of the teachers in the questionnaire, ie that it is difficult to teach grammar in the target language, to discipline in the target language or to Explain things in the target language. These reasons are not untypical of claims made in other studies. Butzkamm (2003) refers to the advantages of using L1 to teach grammar, similarly Cook (2001). Franklin (1990) refers to teachers finding it easier to manage classroom discipline in L1.

If one compares the position the NQTs held regarding TL use during their PGDE year as revealed in the quotes in Appendix 14, p. 345 with their views at the end of their NQT year, a discernible shift in approach and in attitude can be noted.

### **9.11 Summary of main changes in pedagogy**

As stated in Section 9.6, one of the main reasons recurring in responses from teachers who undertook the questionnaire is not having enough time to introduce grammar in the TL and the level of difficulty of the grammar being taught. Sometimes teachers find some grammatical concepts are more difficult to Explain than others, for example, Explaining cases in German or gender agreement in French. If, however, learners were taught in the target language from the beginning of their foreign language learning, then it may be safe to assume that their language resource will be developed enough to understand grammatical Explanations in the foreign (target) language. In this way, the teachers may be focusing on forms, but they will be doing this in the target language. The point here is not a distinction between ‘focus on form’ or ‘focus on forms’, but whether there has been enough exposure to the TL to enable the learners to understand grammatical Explanations in L2. It may be that there is one major reason, which influences the others. Certainly, at first glance, it seems that many teachers identified level of difficulty of what they are trying to introduce, Explain or get across as being the main problem.

What is important in terms of the *first* research question in this thesis (*In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms? What reasons do student teachers of modern languages give for using (or not using) the target language in class?*) is the extent to which the practices and views of serving teachers, such as those who responded to questionnaire, appear to influence the practices of student teachers of modern languages during their PGDE year and, in terms of the *second* research question, the extent to which they influence these students in their initial stages of teaching post-qualification.

As discussed at more length in Chapter 2 Section 2.2.10, Butzkamm (2003), Cook (2001), Macaro (2000) and others advocate a judicious use of L1 in certain situations to help with the understanding of L2. Hall and Cook (2012) in Chapter 2 Section 2.3.10, in their studies of the use of ‘own language’ also propose a judicious use of L1. The context, however, of some of these studies must be considered. Studies looking at L2 use in an EFL or ESL context (See Section 2.2) usually situate L2 in a context where, as the L2 is

English, it has the benefit of being a dominant world language, creating intrinsic and extrinsic motivation in learners.

Returning to the Scottish context, the real issue is the perceptions of the NQTs. They seem to justify their frequent use of L1 in class for the reasons given above (discipline, teaching grammar, making Explanations clear). What they see as judicious use of L1 may look like too much L1 use to other teachers. Looking at the data in Figure 28, p. 221 there is a lot of L1, often as much as 95%. A number of these lessons contained only a very small amount of L2. In a matter of a few months, the NQTs seem to have changed their pedagogical approach in a number of ways. From creating highly interactive, multi-mode and learner-centred lessons as PGDE students, the majority of their lessons seem to be more traditional lecture-style lessons. The way in which the NQTs seem to approach grammar in the audio-recordings of their lessons seem to have gone from using a more inductive, communicative approach in their PGDE year to a more traditional grammar-translation style.

### **9.12 Teacher acculturation**

It is reasonable to assume that, at the beginning of their teacher education, ie in their PGDE year, the students were greatly influenced by curriculum and pedagogy tutors who examined methodology with them and how this might translate into practice. As the evidence in the audio-recordings indicate and by their own admission, all six of the NQTs have changed their approach to the use of the TL, in comparison to their stated use of the TL at the end of their PGDE year. Their use of the TL at the end of their Induction Year is largely in a similar fashion to their more experienced colleagues in their schools.

What the reasons are that account for this dramatic change in teaching approach are of interest. Most of the NQTs talked about the policies their modern languages departments in their induction schools had in relation to the TL, and these policies often state that the TL should be used as much as possible. However, faced with full timetables and lists of units and topics to cover, a common response from the NQTs is that they use L1 to meet deadlines and state that they use L1, as they feel it makes it easier to get through their work within the time available to them. In contrast to their PGDE year, where they had reduced timetables, support from both university tutors and placement school staff and encouragement to take time and care to plan and reflect, the NQTs are now on their own with their classes, in sole charge. Like a number of their more experienced colleagues, the NQTs report that using L1 is often easier to help them manage the learning and teaching. Callum and Nadine refer to the problem of not having enough time to get through everything in L2, so switch to L1 for speed (Chapter 8):

*Callum: I think it may be just when you are explaining a lot of things in the target language out of a class of 30, maybe, say 15 will understand and it's just the issue of timing. You have to repeat yourself perhaps three, perhaps four times before they actually understand what you're meaning or wanting from them. So, I think just in terms of it being easier, they tend to just explain it to the whole class once or twice in English and they will obviously ensure the class is*



*silent and then they will say “I’m going to explain this once, if you don’t listen you won’t know what to do, so I’m not telling you again.*

**Nadine:** *Moving the pupils in English? It was because they had to catch up with work, they weren’t there the previous lesson, so, to be honest, for speediness I used English to get them started as quickly as possible and I thought it would be a waste of time trying to explain to them in French, because the class I have is a very mixed ability class. There are some really strong pupils, there are some really weak pupils, so I choose my moments when to use target language, when to use it with them and that was one of the reasons I chose to use English.*

Maria (p.191) offers a similar reason for switching to L1:

**Maria:** *Yes, for them to precisely observe what I actually want from them, being under time pressure, when you have to do these exams you only, how many, 52 minutes I think we have. You need to get it done in that period. If I mess around trying to explain it in the target language for half the period, then I don’t have the time to assess them anymore.*

As their more experienced colleagues in schools in charge of mentoring the NQTs have very little time in their busy timetables to assist them and no one to help them develop and build upon methodology and practices started in their PGDE year, the NQTs use whatever practices they feel help them to survive. Borg (2003) reports how teachers’ own language learning experiences inform cognitions which can exert an influence on teachers during their career. This is evident when Carla makes an explicit reference in her final interview to how she based her teaching of grammar in one of her classes on her experiences of being taught grammar in her undergraduate language classes, which upon reflection she later felt was perhaps not appropriate. She did recognise, however, that she does not use as much TL as she would like (and interestingly she is the NQT who used it the most in the audio-recordings), and stated that she would welcome Career Long Professional Learning (CLPL) on how to teach certain classes in the target language.

There is no easy answer to explain why the students changed their pedagogy in relation to the target language so starkly and so quickly. There are a number of things that the NQTs find difficult and these have been discussed above. What the evidence from the data gathered does suggest is that the NQTs are still malleable at the beginning of their teaching career. They are influenced, as they have said themselves in interview, by teachers with whom they work. These teachers have more experience and more confidence in their job than they do and will also be the colleagues and friends with whom the NQTs discuss their progress and to whom they look for advice, help and support. In terms of pedagogy, some of the NQTs will *agree* with the teachers in their induction schools, because they have changed their own opinions about pedagogy. Some will agree with the teachers in their induction schools, but think they will *change* their practice later. Others will have no choice, if they find themselves in schools where senior colleagues will direct them to use certain methods and try to restrict their use of others, as experienced by one of the NQTs. Borg (2003) writes that there are many contextual factors that influence teachers when they begin to teach and that these can wear down a teacher’s enthusiasm. He lists a number of pressures faced by new teachers including pupils’ resistance to new ways of learning and heavy workloads.

Richards and Pennington (1998, pp. 187-188) report that pressures such as those mentioned above can lead new teachers to conform to the practices of more experienced teachers in schools:

*“Such factors discourage experimentation and innovation, and encourage a ‘safe’ strategy of sticking close to prescribed materials and familiar teaching approaches. Without any relief from these factors and without any reward for innovating in the face of them, the teachers would naturally be led back toward a conservative teaching approach to align themselves with the characteristics of the existing teaching context.”*

It is clear from the studies carried out by Borg (2003), Richards and Pennington (1998) and earlier studies by Lortie (1975) and Zeichner and Tabachnik (1981) that teacher acculturation is a common feature of what happens to new teachers (See Section 2.5.2). The data from this study of the six NQTs reveals something that has perhaps not been considered in previous studies, namely that this acculturation is happening very quickly indeed. The first audio-recordings of lessons took place three months into the NQTs’ Induction Year. This time frame was chosen to allow the NQTs time to settle into their new posts. It may well be the case that this teacher acculturation happens even earlier, perhaps weeks into their teaching careers, although there is no evidence of this in the data. This does not preclude teacher acculturation from happening much earlier and would be worthy of further investigation in the future to determine how soon it occurs.

As we can see, there seems to be a variety of factors influencing the practice of PGDE students in the classroom, ranging from lack of experience, conflicting advice from school and university staff and lack of confidence in their ability to use certain techniques or how best to manage classes.

### **9.13 Teacher cognition**

Although teacher acculturation may well be responsible in part for the change the NQTs made in their pedagogy, this may not be entirely the reason. From what is known of language teacher cognition (see Chapter 2 Section 2.5.2), prior language learning experience may influence cognition. Zeichner and Tabachnik (1981) found that internalised views of teachers as learners become dominant during school experience. Borg (2003) reports how incidents in their personal experience as learners can shape a teacher’s approach to teaching, what Lortie (1975) calls their “apprenticeship of observation”. If, then, as learners, teachers experienced a certain approach to the use of L2, this may well be replicated in their own teaching. This approach to L2 that they experienced as learners may well have been one where L2 was not used very often, as indicated by Carla basing based her teaching of grammar in one of her classes on her experiences of being taught grammar in her undergraduate language classes.

Borg (2003) is sceptical as to whether teacher education can influence the practices of trainee teachers (See section 2.5.2) and concludes that early conceptualisations of L2 use may still influence them later as NQTs and beyond.

According to Wenger (1998), the way in which student teachers learn is different from that which many teacher educators assume. Student learning does not arise from simply processing a collection of educational theories, but from participating in social practice, ie the social practice in schools.

Korthagen (2010) reflects that this then leaves us with the problem of how to reconcile the situated learning perspective with traditional cognitive theory of decontextualised learning, for example, and what this means for teacher education.

It seems, according to Korthagen and Lagerwerf (2001) that novice teachers form a gestalt, that is “specific patterns of experience tied to specific sorts of contexts” (Korthagen 2010). These can be as a result of images, feelings, notions, values, needs or behavioural inclinations, etc, an intuitive way of acting, often as a result of this way of acting having worked in the past. This is the first level of Korthagen and Lagerwerf’s three- level model (see Chapter 2 Section 2.5.3.2). It is possible that the NQTs seem to have developed a gestalt to deal with the here-and-now situation of particular teaching episodes. This way of dealing with the immediate present may have been prompted as a result of a multitude of factors, including large classes, examination pressures and limited proficiency of pupils (Borg, 2003) amongst other reasons.

Johnson’s (1996) study on how contextual realities wear down teacher enthusiasm is relevant here, where she describes the tension felt by a student teacher between covering all the material and dealing with students’ questions, and at the same time the feeling that certain things need to be covered within the lesson time exerting a powerful influence. Richard and Pennington’s (1998) study of teachers in Hong Kong in their first year of teaching diverging from communicative principles due to the influence of exams, a set syllabus, pressure to conform from more experienced colleagues, unmotivated pupils, resistance to innovative learning techniques, amongst other pressures is also particularly relevant here. The teachers in these two studies, like the NQTs, have formed their own gestalts as a way of managing their teaching.

The next level is the schema level and is grounded in concrete situations. In moving from the gestalt to the schema level, the teacher is taking knowledge gained in specific situations and applying these more generally in a kind of ‘situated generalization’ (Carragher et al. 1995). One can think of a schema as a collection or group of similar, related situations. In moving to the schema level, the teacher is creating his or her own pedagogy, which may look different from that of his/her teacher educators and one which he/she may develop further through experience, reflection, training or study.

What emerges very clearly from the data collected in this thesis and from literature on language teacher expertise and cognition is that it is unreasonable to expect newly qualified teachers to become experts straight away, or indeed in a short space of time, let alone to become change agents in schools. The challenges for new and novice teachers are many and great and sometimes just surviving the

administrative burden, the workload and new work surroundings can be counted as progress or success. It should not be a surprise that the findings in this thesis revealed the problems the NQTs faced in trying to implement what they learned in their PGDE year. Similar research into the practices of the NQTs a few years after being in post may reveal quite different data.

### **9.14 Situated learning**

Each year curriculum and pedagogy tutors in universities spend a lot of time showing ITE modern languages students how to use the TL in different classroom situations. The students generally manage to master these techniques during their PGDE year, so they have proved to themselves it is possible to do. It may, then, be reasonable to assume that having mastered these techniques as student teachers that they will develop these further as NQTs. It must be remembered, however, that as students they were ‘apprentices’ to their tutors, regarded as more expert practitioners, but this was only for a relatively short time in terms of their eventual modern language career. The data in this study highlight the difference between what they ‘could’ do in practical exercises and what they now actually do in real lessons. Apart from the three short placements, much of their activity in university was in the abstract. The concrete context of where the students then find themselves as NQTs and the teaching culture of the school has to be recognised. Improvement in their craft is more likely to take place in situ and it is this situated learning context (See Section 2.5.3.1) which needs to be taken into account and used as a basis for discussion and cooperative work between teachers and teacher educators. This work or learning would be as a result of “social practice that entails learning as an integral component.” (Lave and Wenger 1991) and be a good example of legitimate peripheral participation.

According to Korthagen (2010, p. 99):

*“Seen from the Lave and Wenger perspective, one could say that – even though everybody is currently talking about situated learning – many teacher educators seem to forget that educational knowledge cannot be simply ‘transmitted’ to teachers, and thus improve their actions.”*

What Korthagen implies is that learning cannot be separated from social practice and the situation where the social practice takes place for the NQTs is in their schools. An interesting example of the dynamically changing nature of communities of practice is how Carla in her final interview still sees herself learning in terms of L2 use when she expresses a wish to participate in CLPL to learn more in this area.

There is a lot to cope with at the start of any new job and teaching is no different. It is often not until teachers try things out over a prolonged period that they can reflect in depth on their experiences and review what they are doing. Although the six NQTs had three placements lasting 18 weeks, 50 per cent of their PGDE programme, this is obviously not enough to embed practices (or indeed to get to grips with certain aspects thoroughly) and indeed the students as NQTs may decide to embrace or reject different aspects of their teacher education as they develop throughout their teaching careers. As we consider

placement a very important part of ITE programmes in terms of the situated learning that takes place, then we must recognise that this process will continue as the students become teachers and practise their craft in schools. As Brown et al (1989) state:

*“The main philosophy of situated cognition is the idea that knowledge is situated in an authentic context and that learning is an actively cognizing process that interacts with this context.”*  
(Brown et al. 1989 cited in Lin et al. 2011, p. 101).

Lave and Wenger (1991) question the traditional notion of situated learning as ‘learning in situ’. Their concerns about the theory led them to the view that “learning is an integral and inseparable aspect of social practice”, the social practice for the NQTs being the school in which they are working. Due to this, argues Korthagen (2010) looking at Lave and Wenger, theories of teacher education cannot be simply transplanted into the schools by teachers.

Although looking at pre-service programmes, what Kennedy and Archambault say is also relevant to the continued situated learning context in which NQTs find themselves once in post.

*“Practica in teacher education stems from the theory of situated cognition, where learning requires a contextualized, authentic setting in which the participant engages in direct interaction and reflection within the environment (Brown, Collins, & Duguid, 1989). Situated cognition values practical, hands-on experience as a primary mechanism of learning. Being in an authentic teaching setting allows preservice teachers to apply their pedagogical content knowledge (Shulman, 1986) acquired during the course of their program.”* (Kennedy and Archambault 2012, p. 187)

One implication of this is for schools to ensure that there is opportunity in the busy workload of teachers to allow them to reflect on their practice and review what they do (Schön, 1983), to allow this situated learning to take place. Reflection on practice has always been part of the standards for registration with the General Teaching Council for Scotland. The most recent iteration of the standards for registration (GTCS, 2012) is no different, section 3.4.2 of the standard dealing specifically with reflection. It is not always easy, however, for schools to devote sufficient time for real reflection to take place.

## **9.15 Contexts and Cultures**

What this research points to is that there is a conflict between the culture of teacher education and the context of Modern Languages departments in Scottish Secondary Schools. Holliday (1994, p. 161) talks about being sensitive to the context of the classroom:

*“First, the process of learning what happens between people in a particular classroom should be largely in the hands of the teacher, just as the act of teaching is in the hands of the teacher. The teacher is there, in the prime position for seeing what is going on and knowing about the relevant backgrounds of the parties concerned. However, other parties, such as curriculum developers, materials or textbook writers, heads of departments etc., may also be involved in making decisions about the nature of classroom methodology.”*

A hard thing for ML teacher educators to admit is that maybe the teachers are right. Maybe there are times that L2 is not appropriate. It is worth considering the purpose of the learning and teaching of modern languages and what counts as success. Is it passing exams? Is it enjoyment of the language? Is it to be able to communicate in the countries where the L2 is spoken? Depending on the context, perhaps L1 is more appropriate on occasions, for example introducing a point communicatively and in L2, but then use L1. Once the pupils have mastered the rule, it may be acceptable to explain, refer to, or revise the rule in L1. This would seem to be an approach that is still communicative, yet allows the teacher to check comprehension and/or give a rule, which will help to reinforce the language point studied. It may also be a way of bringing together ‘focus on form’ and ‘focus on formS’. As teacher educators, we perhaps need to revisit our thoughts on target language use and think more in terms of *optimising* use of the target language (See Section 2.2.5), rather than *maximising* use of the target language (Macaro, 2005) and to consider the role of L1 in mediating learning (Macaro 2006; Hall and Cook 2012).

In addition to the inexperience of new teachers and how competent and confident they feel when trying to relate theory to practice, there is still such a great divide between what is advocated in initial teacher education and the practices of serving teachers observed by NQTs. It may be that in-service training targeted at serving teachers is a priority, as NQTs will look to serving teachers for advice and guidance. This is not an easy undertaking, as serving teachers have all undergone similar training to the NQTs. They know what is advocated in ITE programmes and may well feel guilty and/or frustrated if any training highlights things they think they should do, but cannot quite manage. Tsui sees an important need for the teaching profession to have an ever-increasing critical mass of expert teachers which would in turn bring about an improvement in the quality of education for our pupils in schools. For this to happen, Tsui (2005) claims what is necessary is understanding the processes and learning mechanisms which mediate the development of expertise (See Chapter 2, Section 2.5.1), proposing that this would be invaluable for teachers and teacher educators in terms of supporting new teachers. This would help mentors to recognise emerging characteristics of expertise amongst novice teachers and build on these.

An effective way, and indeed possibly an exciting way to tackle the problem, could be for teacher educators to embark upon collaborative research with teachers in schools, both with longer serving teachers and with NQTs. The goal could be to look at current theories and current practice in the learning and teaching of modern languages. This would offer opportunities to try things out in practice, but in a situation in which it is safe to admit mistakes, problems, etc. This would take away the guilt and anxiety that an in-service model may create and is more likely to have buy-in from participants, as they would have ownership of their learning. Mamlok-Naaman et al (2005) found that:

*“action research is an effective means of helping teachers to reflect on their practice, if they are provided with an environment of support, collegiality, and a chance to collaborate with*

*researchers and other teachers. Teachers experience a new dimension of professional development through action research in three main areas:*

- *implementation of change through action research;*
- *having a sense of being a part of professional community; and*
- *having contacts with academic experts.*”(Michelsen et al. 2008, p. 100)

For years academics have reported on the gap between what research advocates in terms of target language teaching and what happens in classrooms (Anderson and Kerr 1999; Kvale 1996). It is time to recognise that nothing will change just through talking about the problem separately in our own domains. It is also time to question our own beliefs, both as teachers and as teacher educators, and ask ourselves if we are really so convinced that our way is the best way. There is a need for, as Candlin (1980, p. 274) states:

*“teamwork of shared perspectives and insights. Researchers need to look to teachers to define researchable questions. Appropriate methods and materials will result only from the co-operation of all concerned.”*

The time now is ripe to carry out such collaborative research with partnership projects and initiatives springing up as a result of the recommendations of Teaching Scotland’s Future (TSF), the report of a review of teacher education in Scotland, (Scottish Government 2011). The current momentum for change and improvement in Scottish education makes now the right time for both teacher educators and teachers in schools to start collaborating on research, either as part of one of the TSF partnership projects, or simply by seeking partners in schools and universities. Such research may well encourage teachers to look at moving from what Korthagen (2010) describes as a schema level to a theory level after the teachers have had an opportunity to try their craft in their initial posts, in Scotland in the Induction Year. This is the challenge for schools and universities as we look to support newly qualified teachers in their initial stages of teaching to develop effective techniques of learning and teaching. As part of collaborative research between teachers and teacher educators, we could look at trying to establish what advice can usefully be given regarding the use of L1 in L2 teaching and what can be interpreted as ‘judicious’ use of L1.

This chapter has looked at the overarching issues arising from the analysis of the data from the previous four findings chapters and has attempted to look in more depth into the data and draw more general inferences about the process that takes place as this sample group of modern foreign language teachers move from ITE into their Induction Year. To summarise, the key issues appear to be:

- The NQTs in the study appear to have changed their pedagogy considerably in relation to use of L2 and now use the target language much less
- Their views on how and when to use L1 and L2 have changed

- They have moved from an interactive, multi-mode approach in their PGDE year to teaching in a more traditional way in their Induction Year
- They have moved from an inductive approach to grammar teaching towards grammar-translation
- It is possible the NQTs may use more L2 later, once they have gained more experience and confidence in their abilities as teachers
- Teacher acculturation is occurring at a very early stage in their teaching career
- A knowledge of theories of teacher cognition, in particular, cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice may be critical to understanding why the NQTs change their pedagogy in relation to L2 use
- Situated learning is useful as a way to look at addressing the development of new and experienced teachers
- Collaborative research between teachers and teacher educators may be a useful strategy to develop an understanding of how to promote effective teaching and learning

The next and final chapter will summarise the key findings of this study and look at bridging the gap between theory and practice. It will also look at how conducting this research has changed my own thinking and discuss the limitations of this study before examining implications for practice arising from this study and recommendations for action.





## Chapter 10 Conclusions

### 10.1 Introduction

The previous chapter looked at the overarching issues arising from the analysis of the data from the four findings chapters and attempted to look deeper into the data and draw more general inferences about the process that takes place as this sample group of modern foreign language teachers move from ITE into their Induction Year. This final chapter will summarise the key findings of this study and look at bridging the gap between theory and practice. It will also look at how conducting this research has changed my own thinking and will discuss the limitations of this study before examining implications for practice arising from this study and recommendations for action. An autobiographical reflection is included at the end of this chapter.

Table 26 below provides a summary and overview of the main themes and findings of this study, which are discussed in the subsequent sections:

**Table 26: Themes and Findings**

Themes
Difficult to Explain in L2
Difficult to teach grammar in L2
Difficult to manage discipline in L2
Difficult to chat socially in L2
Pressure of time
Interest in CLPL related to TL teaching
Findings
The NQTs in the study appear to have changed their pedagogy considerably in relation to use of L2 and now use the target language much less
Their views on how and when to use L1 and L2 have changed
They have moved from an interactive, multi-mode approach in their PGDE year to teaching in a more traditional way in their Induction Year
They have moved from an inductive approach to grammar teaching towards grammar-translation
It is possible the NQTs may use more L2 later, once they have gained more experience and confidence in their abilities as teachers
Teacher acculturation is occurring at a very early stage in their teaching career
A knowledge of theories of teacher cognition, in particular, cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice may be critical to understanding why the NQTs change their pedagogy in relation to L2 use
Situated learning is useful as a way to look at addressing the development of new and experienced teachers
Collaborative research between teachers and teacher educators may be a useful strategy to develop an understanding of how to promote effective teaching and learning

In conclusion, this thesis has shown that newly qualified MFL teachers do change their pedagogy hugely in their initial stages of teaching, and their views on ML teaching change a lot. From using the TL extensively in their PGDE year, the students as NQTs changed to using it very little. Importantly, their views on how and when to use it changed a lot, too, correlating with a number of studies (Borg 2003; Johnson 1996; Richards and Pennington 1998). However, what is new in this study is that the data reveal these changes in practice are happening a lot faster and a lot starker than previously thought, indeed a few months into taking up post, and perhaps even earlier. In addition, I have found that ideas of teacher cognition and situated learning are very important in terms of understanding why these changes occur and how we may address these. This thesis confirms other studies (Lortie 1975; Zeichner and Tabachnik 1981; Borg 2003; Korthagen 2010) that the traditional model of teacher education of transplanting theories of teacher education into practice in schools is not very effective. However, based upon what we know about teacher cognition and situated learning, this thesis suggests using the context in which teachers find themselves, namely the social practice of working with their colleagues in schools, as a starting point for collaborative research into strategies which promote effective learning and teaching vis-a vis the most effective use of the TL in class.

## ***10.2 Reasons for conducting this study***

There has been a lot of research into the area of the use of L1 and L2 in foreign language learning and teaching. A number of studies have been conducted since the early 1980s (Kramsch 1981; Seliger 1983; Hopkins 1989; Haliwell & Jones 1991; Hagen 1992; Stern 1992; MacDonald 1993; Swain & Lapkin 2000; Cook 2001; Pachler & Field 2001; Butzkamm 2003; Widdowson 2003; Hall and Cook 2012) and these have looked predominantly at the teaching of English as a foreign language, although some also look at the teaching of modern languages (Franklin 1990; Neil 1997; Macaro 2000, 2001; Gatbonton and Segalowitz, 2005; Meiring & Norman 2002; Crichton 2010).

This research has been very influential in other domains too, such as the teaching of grammar, developing communicative activities, use of authentic materials, and has influenced the approaches taken by teacher educators and teachers in many countries in deciding upon which pedagogical methods to use in the teaching of other languages, whether in schools, in adult education, in the secondary sector and in the primary sector.

Much of the research has focused on the debate about the extent to which the learners' mother tongue (L1) is used in teaching and how much of the target language to be taught (L2) is used. These studies into L1/L2 use tend to look not only at the amount of L1 and L2 use in the classroom, but also at how it is used with some researchers advocating an exclusively 'natural approach' to L2 use (Krashen and Terrell; 1988, Frey 1988; Chambers 1991), others arguing for 'judicious' use of mother tongue, that is using L1 at certain points to facilitate meaning, help with explanations, or for social interaction (Hopkins 1989; Hagen

1992; Stern 1992; Cook 2001; Pachler & Field 2001; Butzkamm 2003; Widdowson 2003; Hall and Cook 2012), and using the learners' 'metalingual knowledge' (Ellis, 1990). Others argue for an optimal use of L2 (Macaro, 2005) with L1 mediating L2 use (Macaro 2006; Hall and Cook 2012).

An area where less research seems to be available is in foreign languages learning and teaching at secondary school level and the approaches taken by teachers of modern languages in this sector vis-à-vis the use of L1 and L2 in their teaching and their reasons for the choices they make. Some recent related studies are highlighted below and in Chapter 2, but these all tend to focus on the practices of serving teachers. In Section 2.2, the benefits for EFL students learning English are outlined and serve to delineate the differences between the ML context in Scotland and the EFL context in the rest of the world. ML learning is not as high up the agenda for pupils in Scottish schools as it is for EFL learners learning English in Europe and beyond, so motivation for FL learning is lower for Scottish pupils. This may partly account for the sharp attention to pedagogy in the few studies into ML learning in Scotland.

What is hard to find are studies that examine the interface between student teachers' initial teacher education (ITE) and their move into the profession as fully qualified teachers. This is a very important area in terms of modern languages, as teachers and teacher educators need to know how what is studied in ITE in relation to the use of L1 and L2 can be used in practice. The first post that a teacher has will inevitably have a profound influence on their developing practice. As education professionals, both teachers and teacher educators have a vested interest in terms of looking at helping pupils to learn effectively. Finding out what teachers' practices are is the first step in this process. Of no less importance is examining how theory presented in ITE programmes is perceived by student teachers and how this is adapted by individual NQTs to form their own pedagogy or schema and the reasons behind this.

It was, therefore, to try to address this gap in the research into modern languages teacher education that it became necessary to investigate this area further. To this end this thesis had as its aims to try to answer the following questions:

### **Research Question 1**

1(a) In what different ways do student teachers of modern languages use the target language in Scottish secondary school classrooms?

1(b) What reasons do student teachers of modern languages give for using (or not using) the target language in class?

## **Research Question 2**

2(a) In what way(s), if any, do newly qualified teachers of modern languages change teaching pedagogy in their initial stages of teaching in relation to the use of the target language?

2(b) What reasons do they give for any changes they make?

The research questions sought firstly to explore the ways in which student teachers used the target language on teaching placements during their PGDE year and the reasons they gave for so doing. Secondly, the research questions sought to examine if these student teachers changed their pedagogy in relation to target language use during their Induction Year and, if so, why.

### ***10.3 Research approach***

This study has attempted to tell the story of the journey experienced by a group of student teachers of modern languages in Scotland as they move from their PGDE year into their first post as probationer teachers and to look at the influence upon their teaching practices along the way. To do so, it was necessary to look at the practices of serving modern languages teachers and the online questionnaires for serving teachers allowed respondents to indicate their usual practices and to express their views or reasons at appropriate questions. This was necessary, as experienced teachers have an influence on the practices of new and novice teachers (See Section 9.12). The questionnaire was essentially a mix of quantitative and qualitative questions, a mix of methods. The methods used to gather data from the students from their PGDE year and as NQTs were qualitative in nature using semi-structured interviews with the students at the end of their PGDE year and in the interviews with the students now turned NQTs at the end of their first year of teaching. The audio-recordings allowed for the collection of quantitative data. An inductive approach to the analysis of the data sets was taken, rather than using a priori categories, where the meaning and intention in the data collected were analysed. In this way, I was able to examine which themes came out of the data, rather than testing a hypothesis, and allowed for a more bottom-up approach where the themes arose from the data. A fine-grained analysis of the data was undertaken by reading each set of data through completely, before seeking to comment on the findings, as advocated by Dey (1993), which allowed me to become thoroughly familiar with the data and sensitive to its context. This helped me to be flexible in terms of extending, modifying and discarding categories and enabled me to consider relevant connections and avoid needless overlaps.

### ***10.4 Summary of key findings***

The key themes and findings from this thesis are summarised in section 10.1 above, pp. 273-274 which are explicated in more detail in this section. At the end of their PGDE year the student teachers reported that they used a range of communicative strategies to try to maintain learners' exposure to L2 in their classroom teaching. This varied from use of flashcards and concrete referents to mime, paraphrase,

repetition and sandwich techniques in an effort to make input comprehensible for the pupils in their class. The reasons that they advanced for why they taught this way seemed to include a leaning towards the 'strong' version of CLT, where language is learned through extensive use with grammar being learnt inductively (Howatt 1984: 279).

The change in their approach to the use of L2, however, was noticeable from the first recorded lesson of each student, now turned NQT. There was a considerable reduction in the amount of L2 used compared to their PGDE year, the amount of L2 used decreasing very often to five minutes of the lesson. There was a change in the techniques used in class, L1 used almost exclusively for most functions, be this giving Explanations, introducing a grammatical point, for classroom and behaviour management or for social language. L2, when used, seemed to be employed on a random basis with no discernible pattern or strategy.

The ways in which the NQTs used L1 and L2 in class aligned almost identically with the responses from serving teachers in the questionnaire, namely that for giving Explanations, for classroom management, for introducing grammar and for social chat the language which was used was the pupils' L1 and not L2.

The reasons given by the NQTs in the final interviews at the end of their Induction Year mirrored largely the questionnaire responses of the serving teachers. All six NQTs reported that they used L1 a lot more in class than in their PGDE year and their reasons for doing so were very similar to the reasons given by teachers in the questionnaire, namely that they found it easier to give Explanations, to manage the class, to introduce grammar and to have a social chat with their pupils in L1.

One of the most common reasons they gave for this was 'time'. Similar to the responses from the teachers in the questionnaire, the NQTs felt under a lot of pressure of time to 'get through' topics, units of work, syllabi and exam preparation. Most felt that using L1 allowed them to speed up lessons and make a better use of class time. They felt that using L2 for these functions was more complicated and that the pupils often did not have the level of understanding to follow lessons if conducted totally, or mainly, in L2. As a result, to ensure that there were no comprehension problems, what emerges as the predominant approaches of their teaching is whole-class lock-step teaching and grammar-translation. The whole-class approach was used as the NQTs felt that this would be the clearest way to impart what they wanted the class to do. When teaching grammatical points, this resulted in a declarative explanation of grammar in L1. The NQTs felt that these approaches would take less time than trying to use L2. These points demonstrate a definitive change in the pedagogy used by the NQTs since their PGDE year. This seems to be related to the 'gestalt' or 'schema' formed by the NQTs, fully explored in what Korthagen and Lagerwerf (1996) discussed in their 'three-level model' in Chapter two. In other words, the NQTs have adopted a way of teaching they use in particular situations triggered by images, feelings, notions, values, perhaps the way they have been taught. The fact that teacher acculturation happens within a few months of taking up post in their schools

is worth noting. It is also important that teacher educators understand the complexity of the various layers of teacher cognition (cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice) and how these affect the formation and development of teachers' approaches to what they do in the classroom.

What was interesting was that a number of the NQTs, namely Carla and Nadine, stated that occasionally they used L2 for certain of these functions and expressed a wish to explore further how they can use L2 more in class, indicating that they felt they were still learning. This is not surprising, as the NQTs are, at this point, still novice teachers. This relates to their developing teacher cognition and is explored in sections 9.9.1 and 9.14. It is evidence that these students may well be still considering their practice and how it relates to theories they have learned during their PGDE year. It may indicate that they will, at some point, be ready to move on to the theory level in Korthagen and Lagerwerf's three-level model of teacher development.

## **10.5 Literature**

### **10.5.1 Policy contexts**

In looking at other research to support this thesis, it has been necessary to take account of relevant studies which fit the context of my work. As the context of this study has primarily been modern languages in the secondary school sector in Scotland, it was appropriate to look at the policy context of Scottish modern languages education, but also the wider European context. As such, HMIE policy documents and statements were useful sources, but so were what researchers such as Bechhofer and Paterson (2000) have to say about analysis of such. In the European context, it was useful to consider the influence of Council of Europe projects, such as Van Ek's (1975) work and the 'threshold level'<sup>33</sup> syllabi, as well as movements such as GOML<sup>34</sup> and their effect on modern languages education in the UK (Mitchell 1994).

### **10.5.2 Theories of language learning**

Of great importance to a study related to L1 and L2 use in the classroom is the consideration of different theories of languages learning and teaching, as these theories are explored in ML ITE courses. This is important, particularly as the participants involved in this study were PGDE students undertaking an ITE course to become languages teachers. As such in Chapter two the relationship between theories of language acquisition and language learning were considered in detail, looking at Skinner's (1957) behaviourism theory, Chomsky's (1959) 'Universal Grammar' and Hymes's (1972) sociolinguistic position. These theories were important for this thesis for different reasons. Behaviourism was influential

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<sup>33</sup> *Threshold level – language-based specification for adult learners for vocational and social purposes, situations language functions and semantic 'notions', grammar, vocabulary and language skills*

<sup>34</sup> GOML – Graded Objectives in Modern Languages describes short term goals in modern language knowledge and skills

in language teaching, as it led to teachers focussing primarily on grammatical competence with learners memorising dialogues and performing drills in L2. Language learning was viewed as mechanical habit formation (Richards, 2006) and so this did not lead to natural L2 use. Chomsky's theory of Universal Grammar and the Language Acquisition Device (LAD) posits that humans are 'hard-wired' to learn language, but his psycholinguistic theory does not account for differences in L2 output. In other words, his notion of how the LAD and Universal Grammar work did not explain well enough how learners progress differently. Hymes' sociolinguistic position proposed that the social environment in which language is learned is more important. This approach with its emphasis on communicative competence was influential in leading language teachers to create more natural and authentic opportunities for extensive L2 use in the classroom.

In addition, a consideration of SLA (Second Language Acquisition) approaches to the learning of modern foreign languages has illustrated the history and influences of the main approaches in recent years, from the grammar-translation method with its focus on the use of meta-language to describe the foreign language, the direct method and its heavy focus on the use of L2, and only L2, in the classroom through to notions of comprehensible input, intake and the CLT approach, with its emphasis on meaning over form and, therefore, the central role of L2 in language learning in the classroom. We have seen a development, then, across these approaches from a position when L2 use is minimal in the grammar-translation method through to a position in CLT where frequent and appropriate use of L2 is considered crucial in developing the foreign language proficiency of learners with its emphasis on meaning over form to current discussions surrounding more socially oriented approaches to SLA ranging from complexity theory, examining open complex systems; sociocultural theory and its reconceptualization of thinking mediated by objects, concepts, others and self; identity theory and the construct of investment and social power dynamics; sociolinguistic theory and how society and social context impact on language; language socialization theory and how participation in talk can be marginal, peripheral or legitimate; conversation-analysis' view of interactional competence and a fluid view of identity and sociocognitive theory and the view of the adaptive being learning with(in) connections of mind, body and world.

Although this thesis has looked at the language that teachers use in the classroom, which is fundamental to understanding the decisions about teaching approaches used by the NQTs in this study, one of the aims of this thesis is to examine in what way(s), if any, ML NQTs change teaching pedagogy in their initial stages of teaching in relation to the use of the target language and the reasons they give for any changes they make. This has been discussed at length in the previous chapter and the reasons are explained with reference to what is known about developing professional practice and how this involves new teachers being in contextualized authentic settings where they can apply their pedagogical content knowledge (Shulman 1986; Brown et al. 1989; Kennedy and Archambault 2012). This has included a study of



theories of teacher cognition (Borg, 2003) and of situated learning (Lave and Wenger 1991) and how influential social practice is to teachers' development.

### **10.5.3 Bridging the gap between theory and practice**

Academics have reported the gap between what research advocates in terms of target language teaching and what happens in classrooms in many studies over recent years (Hammerly 1981; Franklin 1990; Neil 1997; Macaro 2000, 2001; Pachler & Field 2001; Gatbonton and Segalowitz, 2005; Meiring & Norman 2002; Crichton 2010).

The problem that exists is that the issues will remain unresolved and views unchanged if interested parties remain isolated in their own domains. It is time to question our own beliefs, both as teachers and as teacher educators, and ask ourselves if we are really so convinced that our, sometimes different, approach to L1 and L2 use in the classroom really is the most effective way to improve the language proficiency of the learners in class. As Candlin (1980) recommends, researchers need to work with teachers on shared perspectives to produce appropriate methods and materials, as teachers and university lecturers can make different contributions (McIntyre 1991; Furlong et al, 2000).

Although there has been a number of studies which investigate L2, relatively few have focused on this in the secondary school context and fewer still have looked specifically at the Scottish context and examined how student teachers' pedagogy develops as they enter the profession. The studies most often cited are Mitchell (1986), Franklin (1990) and more recently Meiring and Norman (2002) and Crichton (2011). While this thesis does not contradict the findings of these studies, in that this study also confirms the difficulty teachers experience in using L2 extensively in their classes, what it adds is useful in terms of identifying the changes to teaching practices that new modern languages teachers appear to make in their initial stages of their induction period, the speed at which this seems to occur and the apparent starkness of this change. This will potentially be of interest to teachers and teacher educators of other secondary school subjects and indeed to the primary sector too.

## ***10.6 Developing professional practice***

### **10.6.1 Speed of change**

It may not be considered surprising that the NQTs had changed their pedagogy in relation to the use of the target language. Previous studies (Franklin 1990; Meiring & Norman 2002; Crichton 2010) found similarly that teachers use a lot less target language once in post. These other studies, however, looked at the practice of teachers who had been in post for a number of years. This study is different in that it examines the practice of PGDE students as they become newly qualified teachers and examines their practice starting with their practice two or three months into their first post through to the end of their Induction Year.

The reasons given by the NQTs why they used very little TL have been discussed in the preceding chapters. It is the speed and the starkness of the changes in pedagogy, however, that were of particular interest in terms of the professional development of teachers in general. As stated above, if the placement opportunities provided to students during their PGDE year are crucial to developing their skills as a teacher to provide a context for situated learning (Brown, Collins, & Duguid, 1989) to take place, ie in schools, then it must be recognized that the prolonged experience of being a year in a school on induction will have an even more profound effect on their teaching, as Zeichner and Tabachnick (1981) indicate when they talk about ‘wash out’. Lave and Wenger’s (1991) writing in the area of situated learning, describing participating in the actual practice of an expert, but without the full responsibility, as helping to acquire skills, is very relevant in this context and has influenced many teacher educators and researchers, including Korthagen and Lagerwerf (1996), to develop their theories of the importance of social practice on teacher cognition.

The implications for this mean that teacher educators may need to come together more than is currently happening with classroom teachers to share ideas and contributions, as advocated by McIntyre (1991) and Furlong et al, (2000) . Instead of remaining with the conflict of what teacher educators advocate in terms of L1/L2 use in the classroom and what teachers actually do in the classroom (and the associated guilt often expressed for doing something differently), both parties should come together to discuss, examine and research what works and come to an agreed understanding, which may be different from what is currently advocated. In this way, perhaps, a new approach could be co-constructed, which would inform future teacher education programmes, so that what is advocated in teacher education programmes is replicated in schools, or what is seen in schools is what is advocated in teacher education programmes. This may well be what could be termed a *post*-post communicative approach. Certainly, university teacher education programmes seem to have emphasised extensive L2 use in class over many years, although there have been arguments by a number of researchers for ‘judicious’ use of L1 (Butzkamm 2003; Hammerly 1989; Cook 2001), which remind us of the value of L1 in the classroom. From the research examining L2 use in schools (Franklin 1990; Meiring & Norman 2002), it is known that experienced classroom teachers find extensive use of L2 difficult. Indeed, from their responses to the questionnaire, these experienced teachers do not seem to have developed further than Korthagen and Lagerwerf’s schema level. It should not be a surprise, then, that new teachers, who do not have years of experience, will also find using L2 in class a very difficult task. Working collaboratively with both new and experienced teachers may enable teachers to arrive at what Korthagen and Lagerwerf describe as the theory level.

### **10.6.2 How my thinking has changed**

Conducting this research has been invaluable to me in terms of learning more about the use of L2 in schools. It has made me change my thinking in relation to what language teachers do and why. More importantly, it has made me realise that if so many teachers have trouble using L2 in class, as indicated by

the results of my research, then I must recognise that I need to reconsider exactly what it is that I should be looking at with student teachers in lectures and tutorials to find out what works best for teachers.

This may involve looking at what I propose to my PGDE students as appropriate pedagogy. From a standpoint of looking for students to make maximum use of L2 with their learners, I should perhaps be looking at what the optimal use of L2 (Macaro, 2005) in class may be. Are there occasions where it may be clearer to use L1, as proposed by Butzkamm (2003)? Do the cognitive benefits for learners in comparing the L2 to be learned with their mother tongue outweigh the improvements in communication and fluency that exclusive L2 use may bring (Macaro 2006; Hall and Cook 2012)? Is there a case to be made, on occasion, for ‘judicious’ use of L1 without running the risk of L1 becoming the lingua franca of the classroom (Cook 2001; Butzkamm 2003)? As a result of undertaking this research, these are questions which I shall look to address in my own professional practice, however, it would be fair to say that the position I have adopted since undertaking this research is more in line with Sociocultural Theory and other socially oriented theories of SLA.

This is not to say that I believe I should make any immediate changes to my current practice. What I have done up till now is based partially on experience, but also on current thinking and research in the areas in question. Any changes advocated to the learning and teaching methodology in respect of modern languages should be as a result of rigorous and relevant research in a contextually appropriate setting. However, this research process has made me realise how important it is to consider what I do from more varied perspectives and to reflect this in my interactions with my students.

It is for this reason that I propose that modern language teacher educators should embark upon collaborative research with teachers in schools, both with longer serving teachers and with NQTs. The goal should be to look at current theories and current practice in the learning and teaching of modern languages and to examine what works best and yields the best results in terms of the learning and teaching of modern languages in our schools, both in the secondary sector and also in primary sector. This type of action research, as well as helping to examine how we can improve and change what it is that modern languages teachers can do in respect of their use of the target language, is more likely to create interest among practitioners, as teachers perceive the benefits that could arise from having contact with academic experts, with whom they are part of a professional community (Mamlok-Naaman et al. 2005).

## ***10.7 The debate on language teaching***

This thesis makes a contribution to the debate on target language teaching in several ways. Firstly, it highlights the continuing dislocation between what ITE programmes advocate in terms of target language use and the practice that NQTs see in schools from experienced effective teachers. Secondly, it indicates

specific ways in which some NQTs appear to change their pedagogy in relation to the way they use the target language. These first two contributions are related specifically to the teaching of modern languages. Thirdly, it highlights the effect of teacher acculturation on NQTs and examines how the effects of teacher education can be (very quickly) washed out by classroom experience. Fourthly, this thesis hopefully shows how crucial it is that we understand theories of teacher cognition with respect to cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice, particularly with reference to L1 and L2 use in the classroom, and examine how these can improve courses and programmes of (initial) teacher education. The third contribution has scope to relate not only to modern languages, but perhaps to other subjects taught in secondary schools and also the primary school sector.

The dislocation I have mentioned may be of interest to those academics carrying out research into teacher education in relation to modern language learning and teaching and the data and conclusions I have presented may be of use to such academics and give rise to further research in this area. The second point related to specific changes will, I hope, provide foci for research into these areas where NQTs find themselves changing their practices, namely in relation to how to give Explanations in class, how they teach grammar points and how they cope with managing behaviour in class. This area of research may be of interest to teacher educators, serving teachers, quality improvement officers (QIOs) in local authorities and policy makers. The third and fourth areas may be of interest to teacher educators of any subject, but also to QIOs of any subject, and again to policy makers. All four areas may be of interest to university and local authority partnerships, which are just now in their infancy, who are currently looking at how they can best collaborate and contribute to research and school improvement as advocated by the Teaching Scotland's Future (2011) report.

Research into these areas will not only have value in terms of better understanding of how to improve programmes of modern language teacher education for ITE students and CLPD between secondary schools and universities, it may also serve to inform the new developments proposed in the Scottish Government's Language Working Group report "Language Learning in Scotland A 1+2 Approach" (Scottish Government's Language Working Group 2012). Recommendation 21 of this report is that students seeking to become teachers in primary schools should undertake some study of the pedagogy associated with additional languages as part of Initial Teacher Education (Scottish Government Languages Working Group 2012), therefore it may be that this research will be of use in planning future ITE programmes in this regard, so that what is studied by students on these programmes will develop their own language resource and their understanding of approaches to modern languages teaching and is based on the most up-to-date and relevant research.

## **10.8 Limitations of this research**

I acknowledge that two limitations of this study are that (a) it has focused on a small group of participants in very specific contexts and that (b) by making a choice of particular methods and methodology, I have precluded certain other methods which may have yielded other results. Another option would have been to select a far higher number of participants, or to have carried out a comparison with PGDE Modern Language students at another Scottish university or universities. This may have yielded data and conclusions from which universally applicable generalisations could be made. I could have chosen surveys as opposed to interviews and video recordings as opposed to audio-recordings. Video recordings may have yielded more contextual information, which may have been useful. These videos may also, however, have distracted from the main data, ie which language, L1 or L2, was used when. As discussed in Chapter four, I took decisions on which participants and which methods to use based upon what I considered was manageable, but also based upon what I considered would provide me with reliable data to analyse. A specific limitation was the refusal of one school to allow audio-recordings to be made. Although I still had five other schools where this was not a problem, it still reduced the data available for analysis. To try to mitigate the effects of not having these audio-recordings, I interviewed this NQT at three points during the year, in lieu of recordings, to try to find out what her practice was during the Induction Year. What the NQT said in these interviews may not necessarily be comparable to the kind of data generated by the audio-recordings, but I did feel that she was being honest and frank in these interviews and that she painted a vivid description of her practice, so I do still believe these data were informative.

A potential limitation is my own commitment over many years as a teacher educator to maximum L2 use. The danger here is to avoid looking at the data through that specific lens or prism. I hope, however, that I have shown that I have taken appropriate safeguards, as outlined in Chapter four, especially Section 4.10, to minimise this risk and to help me remain objective. On the other hand, my knowledge of modern languages learning and teaching approaches and my experience in the language teaching profession over the last 30 years may equally be seen as an advantage, in that I have had the opportunity to experience and evaluate at first hand many of the initiatives, pedagogies and developments discussed in this thesis.

My relationship to the NQTs as their tutor during their PGDE year may also be considered as a limitation and may have influenced, for example, their answers to questions in the interviews, seeking perhaps to give me the answers they think I was looking for. It is my hope that the steps that I took to mitigate this potential effect, as outlined in Chapter four, Section 4.10 and in Chapter seven, will have been sufficient to avoid this.

My research does not involve a large number of participants, it studied a small amount in depth. While no claim is made about representativeness, it is important to note that the participants in the research are not atypical in terms of Modern Language NQTs, in that they have undergone a similar pedagogical training

as other Modern Language NQTs in other Scottish Teacher Education Institutions. It is my hope that my findings may prove to be persuasive and illuminative, in spite of their localized context, and that my study will contribute to the body of research in the area of modern language teacher education pedagogy and that perhaps parts of it will be useful for research in other subject areas, as well as in the primary sector.

### ***10.9 Implications for practice – Recommendations for action***

The data gathered in this thesis have a number of implications. As illustrated in the analysis of the data sets, from the questionnaire, the PGDE interviews, the audio-recordings and the NQT interviews, a number of overarching issues emerged. These are the reduction in amount of L2 used by the NQTs in their Induction Year and the reasons for this, how much and how quickly the NQTs changed pedagogy, the acculturation of teachers, teacher cognition and situated learning. In relation to the reduction in L2 use by the NQTs, a number of areas arose as being problematic for the NQTs as they made the transition from student teachers to NQTs, namely that they find it difficult to Explain things in the target language, to teach grammar in the target language and to manage classroom behaviour in the target language. Coping with deadlines and the pressure of time within lessons or in general were also identified as having an effect on the amount of target language the NQTs used.

If we are to take the advice contained in the HMIE's Effective Learning and Teaching in Scottish Secondary Schools: Modern Languages to "encourage the use of the foreign language in the classroom, and reduce the dominant use of English as the medium of teaching." (HMIE, 2003: 3.5.2) then these are areas that need to be addressed in teacher education to a greater extent than is currently the case. One way of addressing this would be perhaps to conduct a small scale research project with PGDE Modern Foreign Languages students while on placement, in which they taught some classes using only the TL and others using a mixture of TL and English and to discuss audio-recordings made of lessons in workshops. Another may be to work with local authorities and schools to provide CLPL opportunities. This could take the form of organizing training in specific areas, such as how to optimise use of the target language in class, the teaching of grammar and also general classroom management strategies. This is not to say that CLPL would immediately bring change. It may be that we should expect student teachers to regress in terms of pedagogy in their initial stages of teaching, ie in the Induction Year, and possibly in their second year of teaching, too. However, with more opportunities for universities to work in partnership with schools, this should provide opportunities for teachers and teacher educators to reflect jointly on the issues. The next section looks at the opportunities for collaborative research with schools.

## ***10.10 Opportunities for collaborative research***

### **10.10.1 Teaching Scotland's Future - Partnerships**

The current memoranda of understanding that have recently been established between university schools of education and local authorities as a result of the recommendations of TSF (Scottish Government 2011) make now an excellent time to embark on research in partnership projects between teacher educators and schools. There is currently momentum and a real appetite for change and improvement in Scottish education, which make now the right time to start collaborating on research, either as part of one of the TSF partnership projects established throughout the country, or simply by seeking partners in schools and other universities. Projects examining the use of the TL in class could be undertaken within this framework.

A barrier to getting such partnership working has in the past been financial. The new agreements between schools and universities under the auspices of TSF, however, are on the whole based on a cost-neutral approach, ie agreements where institutions will not charge for the services of their staff, but be based upon reciprocity. This will hopefully facilitate conditions for this type of research partnership necessary for improvement. Indeed, some small scale projects on a programme basis have already been established. One example of this is the set of collaborative projects between the PGDE Secondary Programme of the University of Edinburgh and its associated placement schools.

To assist universities and local authorities in their improvement work, the University of Edinburgh, like a number of Scottish universities involved in ITE, has been successful very recently in securing funding from the Scottish Government to carry out research and development with local authority partners in a number of nationally identified priority areas, including early years, career long professional learning and the development of qualifications and accreditation pathways for masters provision within programmes of initial teacher education, within teacher induction programmes and beyond. This very positive move to support improvement in teacher education is very welcome and will boost morale in the profession, but hopefully also create the kind of research opportunities, whether large or small, where university and school staff can examine the areas identified above.

### **10.10.2 Moray House School of Education – Research and Teacher Education Network**

The establishment in Moray House School of Education at the University of Edinburgh in 2014 of the Research and Teacher Education Network, which brings together researchers, teacher educators and, very shortly, teaching colleagues from schools is another welcome development. This will not only lead to collaborative work and projects, but will enable colleagues in schools and universities to come together to

identify the pressing issues for schools and teacher education institutions and provide a forum for real research activity to take place.

### **10.10.3 BERA-RSA Inquiry – The role of research in teacher education: Reviewing the evidence**

This idea of schools and universities working together in partnership to improve teacher education is supported by the British Educational Research Association (BERA) and the Royal Society for the Encouragement of the Arts, Manufacturing and Commerce (RSA), who have united to consider what contribution research can make to initial teacher education, to teachers' continuing professional development and to school improvement. In their interim report published in January 2014, BERA maintain that:

*"...teachers and teacher educators may be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice."* (BERA 2014, p. 5)

They also state that:

*"Practitioner engagement in and with research has been shown to contribute to successful school improvement in a variety of ways: through the sharing of information about effective practice; by involving practitioners in the testing of new ideas and in the design, delivery and monitoring of interventions."* (BERA 2014, p. 7)

In terms of situated learning and bringing teachers of modern languages and teacher educators together, this current focus of BERA and the RSA is very exciting and paves the way for the type of collaborative research discussed above. This may well offer new insights into the pedagogical issues that are the subject of this thesis and contribute to teachers' continuing professional development and to school improvement.

With the hive of activity now surrounding teacher education in Scotland it would be to miss a great opportunity if teacher educators and teachers involved in modern languages (or indeed in any subject) did not capitalize on the willingness in the teaching professions to make mutual improvements, each party learning from the other, in the areas of teaching and learning and to take advantage of the support available to make that happen. I cannot identify any similar period of time in my 20 years as a teacher educator and my 11 years before that as a classroom teacher where so many factors have come together to create conditions where collaborative working and research into teacher education have a chance to flourish. Teaching Scotland's Future lays a framework for collaboration between schools and universities, is supported and promoted by the Scottish Government and is evidence of a government showing its support for educational improvement at a time where we have become used to cuts in resources and financial austerity. To ignore, or not to actively use, this support to develop and improve what we do, would be a dreadful waste and very short-sighted. We cannot let this chance slip through our fingers, for we do not know how long it may be until such favourable conditions may exist again.



## **10.11      *Autobiographical Reflection***

I have been fortunate in being able to choose a topic for my research directly related to my job. My job has provided two benefits, one of these being knowing the languages community in Scottish secondary schools and also having access to schools for my research.

The field I chose was one which was very familiar to me and allowed me to create a synergy between my work and my research. A benefit of my position was being able to choose an area to research where I was already familiar with the issues, as I discuss them daily in my work with my students. I have welcomed the opportunity in this research to look at previous research in a lot more detail and a lot more critically. A key bonus for me has been to gain deeper knowledge and clearer insights into what goes on in schools as teachers try to implement what they have learned on ITE programmes. I certainly feel that in future I will be able to speak from a more informed viewpoint in my role as a teacher educator. Instead of drawing on the research of others combined with my own teaching experience, I will be able to draw, in addition, on my own research, too.

Being a modern languages lecturer has also had its drawbacks. One thing I found very hard to do, especially in the beginning, was to step out of the role of teacher educator. This conflicted with my efforts to try to be an objective researcher and I struggled sometimes to separate these two roles from each other. This did improve as I progressed through my research, largely thanks to my supervisors who made me aware of every time that I blurred the distinction. I would like to think I became less prone to this problem as I progressed with my thesis.

I learned a lot about how to conduct and evaluate research and this has helped me generally to not simply develop my research skills, but this has also helped me to develop knowledge and skills to help support my own students in their research, particularly my masters students where the development of research skills and skills of critical analysis are central to their studies.

All in all, I have found conducting this research extremely interesting and I have learned a lot about my area of research and research techniques in general. What is more, I have learned a lot about myself. I have learned that, although not an easy process, I enjoy research and this whole experience has given me confidence in my abilities and has kindled in me a desire to conduct further research in the future.

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# Appendix 1 – Extract from PGDE ML Course

## MFL Schedule

Week	Activities
1	<ul style="list-style-type: none"> <li>Curriculum for Excellence</li> <li>Language Acquisition<sup>35</sup></li> <li>Historical Perspective</li> </ul>
2	Fieldwork – CfE & Level Planning
3	<ul style="list-style-type: none"> <li>Lesson Planning</li> <li>Diversity and Differentiation in Modern Languages</li> <li>Learning Styles &amp; Teaching Styles</li> <li>Communicative Methods<sup>36</sup></li> <li>Horizon Video</li> <li>Horizon Task</li> </ul>
4	<ul style="list-style-type: none"> <li>Lesson planning</li> <li>Assessment and Reporting – All stages</li> <li>Theories of teaching and learning</li> <li>Dictionary Skills</li> </ul>
5	<ul style="list-style-type: none"> <li>Lesson planning</li> <li>Unit Construction</li> <li>Literacy - Framework for Development of Reading</li> <li>Communicative Activities</li> <li>Development of Writing</li> </ul>

<sup>35</sup> Language Acquisition: This section of the course covers areas detailed in 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.4 of the literature review.

<sup>36</sup> Communicative Methods: This section of the course covers areas detailed in 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 2.2.12 of the literature review.

	<ul style="list-style-type: none"> <li>• Placement briefing</li> </ul>
<b>6</b>	<b>Pre-placement Week – Observation</b>
<b>7</b>	<ul style="list-style-type: none"> <li>• Skills development and multi-skills activities</li> <li>• ICT and Modern Languages</li> <li>• Support for Learning</li> <li>• Differentiation</li> <li>• Use of Drama</li> <li>• Games and Activities</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• Read and Find Out – Seminar</li> <li>• Classroom management</li> <li>• Micro teaching</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• Lesson Planning</li> <li>• Production of materials</li> <li>• Record Keeping and Pupil Profiles</li> <li>• Peer Tutoring</li> <li>• Placement Preparation</li> </ul>
<b>10-15</b>	<b>Placement 1 (6 Weeks)</b>
<b>16</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• CfE Unit Presentations</li> <li>• Debriefing session from placement</li> <li>• PDR – Planning</li> <li>• Micro teaching</li> </ul>
<b>17</b>	<ul style="list-style-type: none"> <li>• PDR: Video Interviews</li> <li>• Activity Fair</li> <li>• Unit preparation</li> </ul>

	<ul style="list-style-type: none"> <li>• Micro teaching</li> </ul>
<b>Winter Break</b>	
<b>18</b>	<ul style="list-style-type: none"> <li>• National Qualifications – Skills Assessment</li> <li>• Differentiation</li> <li>• Classroom management</li> <li>• Unit preparation</li> </ul>
<b>19</b>	<ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Placement Preparation</li> <li>• Micro teaching</li> </ul>
<b>20</b>	<ul style="list-style-type: none"> <li>• Diversity and values</li> <li>• Curricular change and Modern Languages</li> <li>• Micro teaching</li> </ul>
<b>21-26</b>	<b>Placement 2</b> <b>(6 Weeks)</b>
<b>27</b>	<ul style="list-style-type: none"> <li>• School Policy</li> <li>• Department Policy</li> <li>• Relationships</li> </ul>
<b>28</b>	<ul style="list-style-type: none"> <li>• Common European Framework for Modern Languages</li> <li>• Languages Portfolio</li> </ul>
<b>29</b>	<ul style="list-style-type: none"> <li>• Student-led presentations on personal and professional targets</li> <li>• Preparation of materials on teaching and learning in ML</li> <li>• Micro teaching</li> </ul>
<b>30</b>	<ul style="list-style-type: none"> <li>• Preparation for placement</li> <li>• Micro teaching</li> </ul>
<b>31-35</b>	

	<b>Placement 3</b> <b>(5 Weeks)</b>
<b>36</b>	<ul style="list-style-type: none"> <li>• <b>Self evaluation</b></li> <li>• <b>Setting and achieving targets</b></li> <li>• <b>Induction</b></li> </ul>

## Appendix 2 - Questionnaire

### Survey of Foreign Language Teaching Methods in Scottish Schools

I would be very grateful if you would please reply to the questions below in the manner indicated. All answers will be treated in the strictest confidence and no school, member of staff or pupil will be identified in the questionnaire.

\* Required

**Name \***

This will only be used to track responses.

**School \***

This will only be used to track responses.

**Gender**

Please tick appropriate button

- ☐ Male  
☐ Female

**Age**

Please tick appropriate button

- ☐ 22-30  
☐ 31-40  
☐ 41-50  
☐ 51-60  
☐ 61-70

**Question 1: How many years have you been teaching Modern Foreign Languages?**

Please tick appropriate button

- ☐ 1 year  
☐ 2-5 years  
☐ 6-10 years  
☐ 11- 20 years  
☐ 21-30 years  
☐ More than 30 years

**Question 2: How often do you use the target language in your teaching?**



Please tick appropriate button

- ☐ All the time  
☐ Most of the time  
☐ Occasionally  
☐ Never

**Question 3: What do you use the target language for?**

Please tick the appropriate box(es)

- ☐ Introducing new language  
☐ Practising language structures and vocabulary  
☐ Organising activities  
☐ Dealing with disruption  
☐ Bonding  
☐ For classroom language  
☐ Other:

**Question 4: When pupils show difficulty with comprehension in the target language, do you:**

Please tick the appropriate box(es)

- ☐ paraphrase in the target language?  
☐ use visual prompts, gesture and mime?  
☐ ask another pupil to translate into English?  
☐ explain what you mean in English?  
☐ use cognates  
☐ write English translation on slide, board, etc  
☐ Other:

**Would you like to add a comment to illustrate your answer?**

Please write your comments in the text box below.

**Question 5: When introducing grammar, do you:**

Please tick appropriate button

- ☐ introduce this in English?
- ☐ introduce this in the target language?
- ☐ both

**Question 6: When introducing a new grammatical point, do you:**

- ☐ explain the rule first and then give opportunities for pupils to use this in practice?
- ☐ try to get pupils to deduce the meaning from examples through comprehensible input?
- ☐ both
- ☐ use another strategy\*

**\*Please describe strategy**

Please write your comments in the text box below.

**Question 7: Do you sometimes chat socially or have a joke with your pupils during the lesson?**

Please tick appropriate button

- ☐ Yes
- ☐ No

**Question 8: If you answered Yes to question 7, do you do this in English or in the target language?**

Please tick appropriate button

- ☐ In English
- ☐ In the target language
- ☐ both

**Question 9: If you answered "In English" to question 8, why do you use English to do this?**

Please write your comments in the text box below.

**Question 10: If you answered "In the target language" to question 8, why do you use the target language to do this?**

Please write your comments in the text box below.

**Question 11: Do you ever feel under pressure of time to get through class work?**

Please tick appropriate button

- ☐ Never
- ☐ Hardly ever
- ☐ Sometimes
- ☐ Frequently

**Question 12: If you are short of time, do you explain somethings in English?**

Please tick appropriate button

- ☐ Never
- ☐ Hardly ever
- ☐ Sometimes
- ☐ Frequently

**Question 13: If you do explain things in English, please tick the items below for which you use English.**

Please tick the appropriate box(es)

- ☐ Settling the class
- ☐ Giving instructions
- ☐ Answering queries
- ☐ Explaining activities
- ☐ Correcting answers in class

☐ Explaining grammatical points

☐ Dealing with disruption

☐ Setting homework

☐ Closing the lesson

☐ Other:

**Question 14: Is there anything you would like to add regarding any of the questions above?**

Please write your comments in the text box below.

**I would value any comments you have on the content or format of this questionnaire.**

Please write your comments in the text box below.

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# Appendix 3 – Questionnaire sample responses

Edit form - [ Survey of Foreign Language Teaching Methods in Scottish Schools ] - Google Docs

09/03/2010 21:49

## 112 responses

### Summary [See complete responses](#)

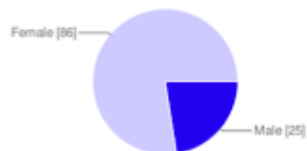
#### Name

Michael Lynch ml Christine Ross L Jeremy Morris Maria Lago Claire Bradford Linda Scott David Crook Fraser Reaper Alasdair Bauld Kevin McKnight Elaine Scott Andrew Brown Ellen Morton Kate Christie Lynsey Dow P Becher ...

#### School

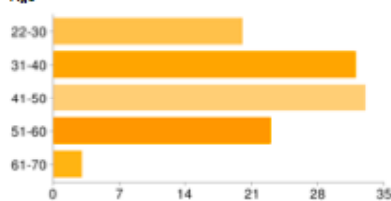
Rockwell High School ml Crieff High School K Fettes College St Leonards Schoo Torry Academy Ross High School Ullapool High School Dunfermline High School Democh Academy culloden academy Fraserburgh Academy Alva ...

#### Gender



Male	25	23%
Female	86	77%

#### Age

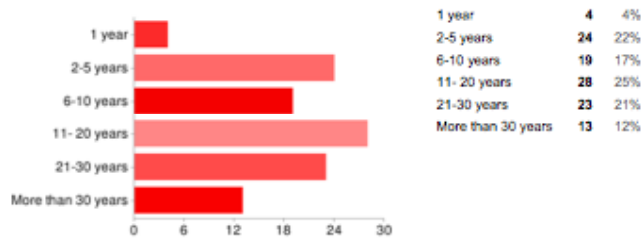


22-30	20	18%
31-40	32	29%
41-50	33	30%
51-60	23	21%
61-70	3	3%

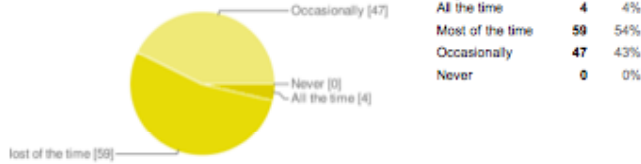
Question 1: How many years have you been teaching Modern Foreign Languages?

<http://spreadsheets.google.com/gform?key=0Am4qIfyVZjzlcCIVUfPsbzNFX2l3WEfWTFYXNV3VUE&hl=en&gridid=0#chart>

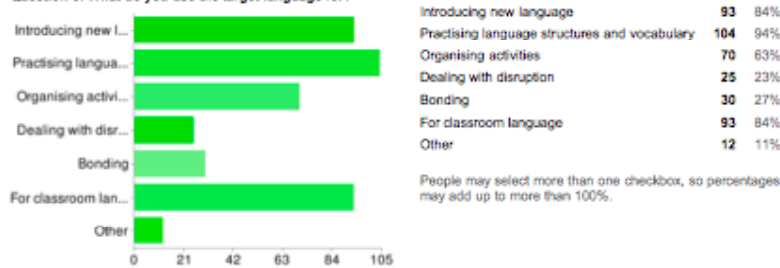
Page 1 of 5



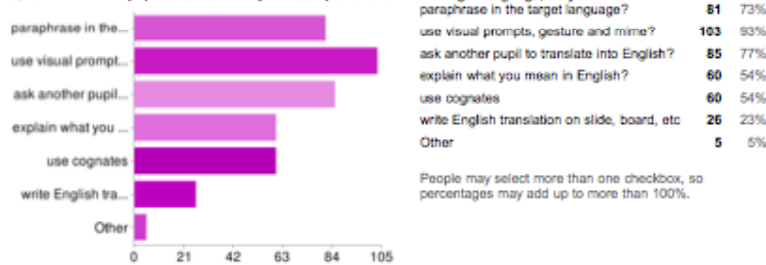
**Question 2: How often do you use the target language in your teaching?**



**Question 3: What do you use the target language for?**



**Question 4: When pupils show difficulty with comprehension in the target language, do you:**

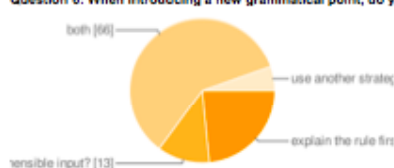


**Would you like to add a comment to illustrate your answer?**

Blaah Tournez a la page... Collecting in test marks: Combien sur 20? Wie findest du die Szene mit I will first give them a synonym in the target language. If that fails, then I explain the meaning in the target language and give examples: for example, if they say they don't know the word "fruta", then I explain "una naranja es una fruta, un limon es una fruta, un platano es....". That usually works. I only use English if everything else fails. Depends on context of lesson, ability and maturity of group etc. It is very difficult to discipline in the target language, and will certainly, in my experien ...

**Question 5: When introducing grammar, do you:**

introduce this in English?	69	62%
introduce this in the target language?	3	3%
both	39	35%

**Question 6: When introducing a new grammatical point, do you:**

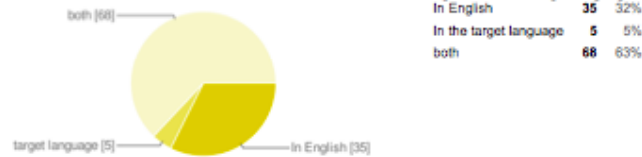
explain the rule first and then give opportunities for pupils to use this in practice?	26	23%
try to get pupils to deduce the meaning from examples through comprehensible input?	13	12%
both	6	5%
use another strategy*	6	5%

**\*Please describe strategy**

Ding Dong Cross reference with other languages eg Latin and German for verbs of motion plus Acc case; Dat where there is no motion. Reported speech differences Sp/Ger/Lat/Fr/Eng See comment above take examples of grammar problems from pieces of writing done at home or in class and use them to teach or explain the point - i.e. work from where the pupils is at and from a known context I might use a short text containing the point of grammar, or a piece of dialogue as a stimulus, and from that I would elicit the point /rule from pupils, before then writing it up as a grammar note and practising ...

**Question 7: Do you sometimes chat socially or have a joke with your pupils during the lesson?**

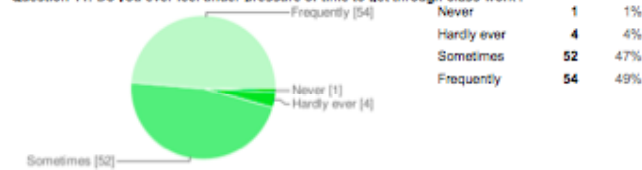
Yes	108	97%
No	3	3%

**Question 8: If you answered Yes to question 7, do you do this in English or in the target language?****Question 9: If you answered "In English" to question 8, why do you use English to do this?**

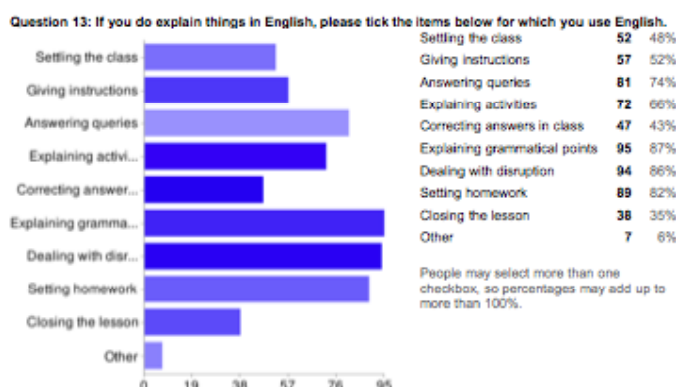
More natural for the pupils. Creates a better bond. No comment box for both! English for the following reasons: 1. Show I'm human, not a relentless foreign machine 2. For certain groups and individuals, anything other than slapstick humour in the target language is beyond their reach. To help establish a relaxed atmosphere where pupils can learn. In the school in which I work, there is no chance of building a meaningful relationship with your pupils if you speak exclusively to them in the target language. This building of relationships is essential to good classroom management and to good qu ...

**Question 10: If you answered "In the target language" to question 8, why do you use the target language to do this?**

It is easy to understand. So they don't feel that speaking Spanish is a chore. Some students do struggle with vocabulary and grammar and don't always enjoy speaking the language or else they are shy because they are aware of their mistakes. And so the introduction of humour and a relaxed atmosphere is crucial for them to relax and enjoy the learning process. 1. To show that Johnny Foreigner is human and capable of having a laugh in his language too. 2. To maintain the natural target language communication with more able groups and individuals. To reinforce language that I know the pupils will u ...

**Question 11: Do you ever feel under pressure of time to get through class work?****Question 12: If you are short of time, do you explain somethings in English?**





**Question 14: Is there anything you would like to add regarding any of the questions above?**

They are very interesting. Vital for teacher to start class in TL. Pupils come from history, physics, English etc. They must "change gear" into TL, even if only social chit-chat: "Was hast du gestern gemacht?" or "As-tu des projets pour le weekend?" Despite being taught to use the target language all the time in the classroom I don't see it as practical on a day to day basis, particularly in a difficult school. I think it is extremely important to have target language principles and to stick by them whenever possible, but the key is knowing where the boundary lies between challenging and stretch ...

**I would value any comments you have on the content or format of this questionnaire.**

It is easy to fill in. Vital for all teachers to develop good Question and Answer technique. The most effective tool by which order is maintained, interest engaged and effective instruction/learning takes place. I enjoyed answering the questionnaire. It is not too long, nor taxing. Well done! Hi Mike! How's life in the ivory tower? You need to get up here for some of the fresh Highland air I've been up here 8 years and loving it. School is great, midges are great big, I'm even involved in scouting (Beavers). Hope all is well with you and the family. Have a wonderful Christmas!  
Dave Format i ...



## **Appendix 4 – Interview questions for PGDE interviews**

**Question 1:** How often do you use the target language in your teaching?

**Question 2:** What do you use the target language for?

**Question 3:** When pupils show difficulty with comprehension in the target language, what do you do?

**Question 4:** In what language do you introduce grammar – in the target language or in English?

**Question 5:** Describe the strategies you use to introduce grammatical points.

**Question 6:** Do you sometimes chat socially or have a joke with your pupils during the lesson?

**Question 7:** Do you do this in the target language or in English?

**Question 8:** When/why/on what occasions/under what circumstances/ with whom do you use the target language/English?

**Question 9:** Do you ever feel under pressure of time to get through class work?

**Question 10:** If you are short of time, do you explain somethings in English

**Question 11:** If you do explain things in English, which things do you use English for?

**Question 12:** What disadvantages do you perceive in using the target language in class?

**Question 13:** What advantages do you perceive in using the target language in class?

**Question 14:** Is there anything you would like to say/add regarding anything we have discussed? Is there anything you feel you would like to say that the you have not had the opportunity to say?

## Appendix 5 –Example of transcript of PGDE interview

ML: Interview with Carla 8<sup>th</sup> June 2010. Hi, Carla.

Carla: Hi, there.

ML: Thanks for coming along.

Carla: No problem.

ML: The first question I'd like to ask you is is about your use of the target language. How often do you use it, what do you use it for?

Carla: Mainly I've used the target language for creating an ambiance, creating a specific ethos, in my classroom, because, as a language teacher, I believe the target language is very very important, so in terms of exposition, introduction, erm, for classroom instructions and for higher ability classes and for classes in the middle and upper school, I've used it more for actual discussion of topics, for development of topics.

ML: OK. When pupils show difficulty with comprehension in the target language, what do you do?

Carla: I tend to repeat myself repeat myself more slowly and use hand gestures to aid comprehension. I also model, aim to model and demonstrate and through that, in general, I do ninety-nine per cent of the time, certain pupils in the class have gradually cottoned on to what the meaning is. They piece two and two together and they understand and so they know for next time, even if they forget in the interim period. There's always one bright spark who does remember and then the whole class learns together. Erm, sometimes I have caught myself lapsing into code-switchings, so I'll be talking, issuing instructions in the target language, and then I'll give the translation, which has been helpful, but I don't want to fall into that trap at all, so I'm going to make a concerted effort to not code-switch too much, so much in the future, because pupils do become lazy and it doesn't achieve the aim that it should.

ML: What about teaching grammar, how do you do that? Do you use the target language, do you use English? What strategies do you use?

Carla: Em, for grammar, I tend to use English. Em, I believe that's because I do, em, have started to model myself on certain teachers that I've observed and they've always told me that it's essential that pupils

understand, so teaching it in English is really key to help their understanding and to ensure they have coherent grammar notes when it comes to revision, they do know one hundred per cent what is before them. Em, I believe that as well, but I do believe that grammar can be taught communicatively. I think different pupils learn in different ways, so I do definitely think that it is important that they have a coherent note in English, I do believe they can also understand a certain grammar point through the target language.

ML: OK. Do you often have a laugh, or a chat with your pupils?

Carla: Yes, yeah, absolutely.

ML: Do you do this in English, or in the target language?

Carla: eh, a mixture. I find it more natural in teaching Italian, funnily enough. Perhaps that's because I believe I have a closer affinity, a closer relationship with the language, and I find it easier to banter in Italian, than in French.

ML: OK. When do you tend to use the target language, and when do you tend to use English? Is it different with different classes and with different circumstances?

Carla: I think definitely I've tended to use the TL with higher ability classes and smaller, well not smaller sized classes necessarily, but it is dependent on the character of the class and the characters in the class, classroom organisation, classroom management definitely has an effect. I think with lower ability classes, with more disruptive classes, although some of them have displayed and responded well to understanding the target language, I often find classroom management issues prevent me and prevent them from further exposure to the TL. So that's something I definitely like to seek to balance out and address for my probation year.

ML: OK. Do you ever feel under pressure of time to get through classwork?

Carla: Yes, I do, yeah.

ML: Now, if you do, if you are short of time, do you explain some things in English to save time?

Carla: Yes. I do, yeah, but I have to say that, as the PGDE year has gone on through placements two and three and placement three, I've definitely noticed an increasing flexibility with lesson plans and the

content, like the quality of the content, rather than the quantity of what I wanted to get through, so if I feel that in a certain task that I started with them, that they're really responding well to it and especially if it's in the TL, or even if it's not, then I would rather then continue with that if it is reaping cognitive benefits and learning is taking place, rather than march on to the next phase of the lesson.

ML: OK. Now, looking at explaining things in class, explaining activities, doing classroom management, when do you use the target language, and which things do you use English for? And why?

Carla: Eh, in general classroom management I'll use the TL and pupils respond well to that. And also randomly when they've been writing up the WALT and WILF and, for example, a pupil's asked for a sharpener, I've made a concerted effort to ask them "What's the French for a sharpener?". And then drawing their attention to other objects in the classroom and model question answer, that's often been good, because it's not part of the lesson, it's random. Pupils engage with that as well. Em, I can't remember the other point...

## Appendix 6 – Quick analysis of Grammar Question

Quote	Letter	Rank
<p><b>Example then rule</b></p> <p>Generally, I start off by, em, giving pupils a sentence, for example, em, and making them understand what this is going to be about before I explain a grammar rule</p> <p>I think I would show it at the beginning what it is I think in French. I think I would explain it in English after that</p> <p>Em, strategies, well, usually I do it with a Powerpoint. I usually just put it up on the board and go over it with them first of all</p> <p>I give a lot of examples using it and later on, you might say “Ok, do you know, you’ve just learnt the present tense, for example.” So I use those strategies.</p>	A, B, C, D	2
<p><b>Done in English</b></p> <p>most of the time I’ve been told just do it in English.</p> <p>I think I would show it at the beginning what it is I think in French. I think I would explain it in English after that. like, eh, for the perfect tense, like they would use it, they would have examples and then I think I would get them to explain it in English and get them to explain it me back. But I wouldn’t use the target language after that.</p> <p>I think my weak point would definitely be the grammar. I do it in English.</p>	A, B, C, D, E, F	1

<p>Em, grammar so far, I don't think I've been confident enough to do it in the target language.</p> <p>because I do, em, have started to model myself on certain teachers that I've observed and they've always told me that it's essential that pupils understand, so teaching it in English is really key to help their understanding and to ensure they have coherent grammar notes when it comes to revision,</p> <p>Well, for, during my year, I've generally used English for the teaching of grammar.</p>		
<p><b>Techniques</b></p> <p>by way of activities, match up activities or I'll straight away try to put it into play, so that grammar that has been learnt gets repeated quite a few times, for example with snakes and ladders or noughts and crosses,</p>	C	5
<p><b>Not declarative</b></p> <p>And when introducing grammar points, I tend, I really, with younger years anyway, first second year, I try not to introduce the rule straight away, I avoid saying "This is the future tense."</p>	D	5
<p><b>Give rule</b></p> <p>With third and fourth year, I have, I have directly given them the rule sometimes, saying "Today we're going to be doing the future tense. This is how we form the future tense."</p> <p>But I think that again depends on the level of the class, because a lot of top sets, for example, they will like that sort of explanation – "Here is the rule, these are the endings."</p>	D, F	4

<p>but given the restrictions that I discovered at schools, and depending on the schools and on the class sizes, and how they had started the year, then I tended to use English, because of the comprehension.</p>		
<p><b>CLT</b></p> <p>Whereas, with bottom sets, third and fourth year, you might stick to doing it a bit like the first year, saying “Okay, let’s use some examples.” You know, lots of repetition, lots of practice, lots of exposure to it and then, at a later stage, so asking if they recognise any patterns, so they kind of work it out for themselves.</p> <p>sometimes directly explaining the grammar rule has been confusing for some pupils and I think I would probably try to avoid doing it that way in the future</p> <p>, but I do believe that grammar can be taught communicatively</p> <p>I think the ideal would be to use the target language for grammar as well</p> <p>Interestingly, at my second placement, my supervising teacher was a French native and so she spoke mostly in French, all of the time, and she had set the expectation at the beginning of the year for all her year groups, so the children, or the pupils, had lists of expressions and questions, how to ask and respond. Interestingly, though, when I came to teach the classes, what I discovered was that a lot of them didn’t actually understand and had been remaining quiet, because the expectation had been set at the outset by native French speaker teacher, so interestingly I thought that was, it kind of fed into my ideas that building target language for me would be incremental, I think, and checking comprehension, as you say, would be one of the most important things, and if I could just find strategies of doing that without using English and keeping in the target language, that would be the</p>	<p>D, E, F</p>	<p>3</p>



best.		
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## Appendix 7 - Example of Consent Form

Dear Participant

Thank you for agreeing to continue to help me with my research into target language use in modern language classrooms.

I have included a checklist of ethical considerations I have made and submitted to my research supervisors to assure you of the purpose of the research and how personal data and evidence gathered will be stored and subsequently disposed of.

I have also included a copy of the latest ethical guidelines produced by the British Educational Research Association and to which my research adheres.

In summary, I assure you that all data and evidence collected in my research will be anonymised and be kept confidential in accordance with the Data Protection Act (1998). The findings will only be made available to my research supervisors and to the Board of Examiners for my PhD study. These persons are bound by the same code of confidentiality as myself.

I would kindly ask you to sign this agreement below to indicate your voluntary informed consent to your continued participation in this research.

With grateful thanks!

Michael Lynch

-----✂-----

I \_\_\_\_\_ ( print name of teacher) hereby give my voluntary informed consent to participate in the research being conducted by Michael Lynch entitled "Target language use in Modern Language classrooms: Perception and change among newly qualified teachers in Scotland."

I understand that all data and evidence collected in my research will be anonymised and be kept confidential in accordance with the Data Protection Act (1998). The findings will only be made available to Mr Lynch's research supervisors and to the Board of Examiners for his PhD study. I understand that I may withdraw from this research at any time.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 8 - NQT Interviews – Areas for discussion

How target language is discussed in the staffroom with Modern Languages colleagues.

Listen to and discuss clip 1.

Listen to and discuss clip 2.

Listen to and discuss clip 3.

Code-switching.

Quote(s) from PGDE interview 1. Discuss

Do you feel your teaching has changed/developed since PGDE?

How/Why

## Appendix 9 – Example of transcript of NQT interview

**Mike:** Ok, hi Maria.

**Maria:** Hallo!

**Mike:** Thanks very much for agreeing to talk to me again.

**Maria:** Pleasure.

**Mike:** And, as you know, this is the final interview, looking back at your year as a NQT. So, just to kind of recap, as you know, I've been out of the class for a long time and I'm very interested in what you do and why, particularly in relation to the target language. So, this issue of the target language, is it something you discuss informally, or formally in the languages staffroom? Is there a divergence of views? Do people have an opinion about it?

**Maria:** Yes, people generally say they try to speak as much of the language as they can, but there are certain times where it just won't work. I've never met anyone who says, yes, target language only. I actually haven't met anyone.

**Mike:** And do you feel that's had an influence on the way you teach?

**Maria:** Eh, yes! Obviously, because at the beginning of your career, you wear other peoples' shoes. And you do try out things, I mean, over the past year I have tried out a few things, but certainly at the beginning, I've been influenced by what was said around me, because after all they've been teachers for ages, they must know, so...

**Mike:** Do you have the chance to observe other teachers, other colleagues?

**Maria:** Yes. None of them use target language all the time.

**Mike:** And do they come and observe you as well?

**Maria:** Yes, obviously.

**Mike:** Being a NQT...

**Maria:** Yes, although I must say it wasn't so much, because they want to see how I teach and get ideas, it was more like, oh well we need to assess you. So, it wasn't I want to learn from you, it was something else. So it wasn't, I want to learn from you, I want to see what you do...

**Mike:** So the agenda was different.

**Maria:** Yes, unfortunately!

**Mike:** Okay. We're going to listen to a couple of clips now, okay? And the first clip is very short. The first recording is a S1 class, way back on the 17<sup>th</sup> January...and it's just really the beginning of the lesson, where you're bringing in the class, settling them in and I'll just play you a couple of minutes of this.

(Extract from recording of 17<sup>th</sup> January)

**Maria:** (Laughs).

**Mike:** Okay, so you're using target language for settling in the class. Is that something you normally do, is that your normal way of greeting the class?

**Maria:** Yes. I love doing that, especially with S1, that's one of the things I've noticed over the year that the more target language you use right at the start, when they come into school, they come to secondary school, they respond to it so well. There's obviously certain aspects where I haven't used target language, but with my first years in particular I try to use as much as I can and I know that they respond to it. They look at you and just "Oh, what does she mean?". Obviously in that clip as well, when I speak about at the beginning what you have to have on the table, etc, I use a lot of gestures, so they do see what I mean. I show them "Ein Bleistift!". So they do know what I mean, they just need to focus and pay attention.

**Mike:** And is it the same language repeated quite often?

**Maria:** Yes, I guess so. I hope so! (laughs).

**Mike:** So, that's something you find works with them and they understand that?

**Maria:** Yes, certainly, yeah, especially first year, they do really respond well to it. They pick up certain things I say, for example, I say "Wunderbar!" and they all say "Wunderbar, wunderbar!" They always say "Wunderbar!" (laughs). They all know that, it's just things that I repeat all the time, things that I say, they notice, they learn, even if I don't translate it. And when they do something right on the Smartboard, I say

“Wunderbar, wunderbar!” “Gut, danke, danke!”. So he knows what I mean, without even translating it. Because I’ve never ever said to them what “Wunder!” is.

**Mike:** So they’re just acquiring it really from the context, the comprehensible input.

**Maria:** Yes and I think that first years are a lot more responsive to than the fourth year, or the third year.

**Mike:** Yes, you mention you give gestures, that’s all good comprehensible input.

**Maria:** Yeah, yeah, a lot of gestures.

**Mike:** Okay, that’s great. Let me take you back to another clip. Let me take you back to the.... 18<sup>th</sup> April. Now, I’m not too sure which class this is, so maybe you can identify it, so I can update my records, because with the timings that were on the audio files, it didn’t quite correspond to your timetable, so I couldn’t guess what class it was, but I think that is more technical.

**Maria:** Okay.

**Mike:** So, this was...you settle down a class and then you were talking about, you were going to be doing a speaking exam and a listening exam.

**Maria:** Fourth year.

**Mike:** So that’s fourth year.

**Maria:** Unless... it could be third year.

**Mike:** I’ll let you listen to it and you can tell me. So really it’s less than a minute long, this clip. Okay, here we go.

(Extract from recording of 18<sup>th</sup> April)

**Maria:**....First year.

**Mike:** Okay, now I noticed that you were introducing what you were doing that day and you started off saying it in German, but then you went into English as well. Is there any reason why you felt you had to go into English there?

**Maria:** Yes, for them to precisely observe what I actually want from them, being under time pressure, when you have to do these exams you only, how many, 52 minutes I think we have. You need to get it done in that period. If I mess around trying to explain it in the target language for half the period, then I

don't have the time to assess them anymore. And this is why I generally try to do it in the target language, as well as then for clarification, in their own language.

## **Appendix10 – Discipline checklist (extract from PGDE ML course)**

### **1. PREPARATION**

#### **(a) Lesson plan**

Did I have a lesson plan?

Was it precise enough?

Had I foreseen in it the problems that arose?

#### **(b) The room layout**

Did I check it before lesson?

Did I accept existing layout?

If not, did I change it in time?

Did I work out how to make pupils do it?

#### **(c) Group Work**

Was this involved?

Were the pupils used to this?

If not, had I fully prepared them for it?

Did I have mixed sex or single sex groups? Or did I have friendship groups?

Did I have a seating plan?

Did pupils know what was going to happen?

Did I have clear written instructions so pupils could get on?

Was material visually attractive?

Did I check layout/contents of material with Learning support/co-teachers?

#### **(d) Technology**

Did I depend on machines at all?



(i) Overhead Projector

Did I check bulb?

Did I know how to get new bulb if it blew?

Did I have overlays?

Did I have spare pens?

Were my OHP overlays readily prepared and looking smart?

Did they fit?

Could they be read easily?

Did I check this?

Was I proud of them?

(ii) Cassette Recorder - listening to cassette

Did I know how it worked?

Had I checked it - balance etc?

Did it need speakers to be loud enough?

Did I place it correctly for listeners?

Was recorded cassette at right place?

Did I hit "reset" button so as not to lose it?

Was cassette right way round?

Was recording clear?

(iii) PALE UNITS

Did I know where master switch was?

Did I check all machines?

Did I check all headsets?

Did I prepare cassettes?

ie wipe for speaking/check each recording was OK for listening?

Did I organise space for pupils to lay things?

Did I lay out the chairs etc in advance?

Did I rely on pupils doing this quietly?

Had I taught them how to do it?

Did pupils know how to use PALE?

a) for recording (ie how to get rid of other voices)

b) for listening

Did I try to teach them this as well as new FL?

Should learning to use it be a lesson on its own?

Did I accept chaos while pupils moved around?

Did I have 2 pupils per machine?

Was this essential?

Was this wise?

Did I allow chaos to take over?

(iv) SmartBoard

Did I know how it worked?

Had I set it up in advance?

Had I calibrated the screen?

## 2 ORDER OF EVENTS

a) Pupils Arrive

Had I worked out in what way pupils would enter?

Was it a problem how pupils entered and settled down?

Did I decide who sat where?

Did I alter who sat where?

Did I line them up?

Should I have lined them up?

Did I time them settling down?

Did they know there was a time limit?

Should there have been one agreed already?

b) What to do first

Did I know in what order I wanted to proceed

- eg first the register, then Hello or vice versa

Did I remember to acknowledge presence of others (FLA, Learning Support, co-teacher, etc.)?

Did I make it clear when to focus on me?

c) Taking the Register

Did I insist on silence?

Did I have a strategy ready if I didn't get it?

## GREETING CLASS

Did I insist on a proper, loud, interested response?  
Did I repeat whole procedure if not OK?  
Was it clear that I had begun lesson?

## INSTRUCTIONS FOR WORK

Had I minimised necessity for oral instruction?  
Were my written instructions clear?  
If I used board, had I prepared wording?  
Was my grouping system clear and legible?  
Eg.

GROUP	ACTIVITY	DURATION
A	Reading	15 mins
B	PALE	15 mins
C	Speaking	15 minutes

Did pupils have to wait to be told what to do?  
Did I prepare what I was going to say?  
Was there any excuse for a pupil not to understand?  
Had I really thought out how to communicate instructions?  
Was there TOTAL SILENCE whenever I spoke?

## 3. MOVING ROOMS - USING STUDIO, GAMES HALL, ETC

Did we move rooms?  
Did pupils go in orderly manner from A to B?  
Had they done this before?  
Had it been OK?  
If not, had I shown them what I wanted?  
Did I refuse to continue with activity in absence of proper behaviour?  
Did pupils understand I would not accept noise in corridors etc?  
Did pupils enter hall/games room etc in orderly manner?  
Had I shown them how to do this?  
Did they sit/stand as requested?  
Did I stop and insist on this?  
Did I proceed with lesson when I should have returned them to the classroom  
Had I decided under what circumstances I would not proceed with the lesson  
Would a PE or Drama Teacher have accepted their behaviour in that space?

## 4. WORK UNDER WAY

Was it a whole class activity?  
If yes, had I taken into account the problems involved in this?

If yes, had I done enough to ensure all pupils would benefit?  
Were pupils focussed on me most of the time?  
Was I really that interesting?  
Was it a group activity?  
Were pupils used to this?  
If not, had I thought through everything entailed in getting group work going  
eg- how to set up groups - who decides which group  
-mixed sex groups -how to get this  
-mixed ability - how to get this  
-ability group - how to get this

Had I planned what to do in case of objections from individuals/groups?  
How long did it take to get going?  
How could I have got them working quicker?

Noise level - was this too high?  
Had I discussed this with pupils?  
Did pupils need training in working quietly?  
Did pupils need training in using technology?  
Did I practise raising/lowering level of sound?  
Did I distinguish between group tasks/work(ie you need a group to solve it)?  
and sitting round tables in groups (ie you don't require to talk at all)

#### 5. DISCIPLINE

Had I found out the departmental procedure?  
Did I know the role of guidance/AHT/HT?  
Did I carry a diary for noting any problem at once?  
Had I previously met the class?  
If not, had I found out any problems that exist?  
Did I have a clear plan for dealing with:  
-non-cooperation  
-rudeness  
-talking in class etc?  
Did I make clear to pupils that when I speak they must be silent?  
Did I have a clear plan of action for any eventuality?  
Had I discussed this with the PT?

## Appendix 11 - Sample lesson(extract from PGDE ML course)

### Lesson Plan

<b>Language</b>  French	<b>Teacher</b>  Mike Lynch
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<b>Class</b>  S3	<b>Date</b>  06/10/10
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#### **Class Profile:**

This is a mixed ability class of 28 pupils, 12 boys, 16 girls.

There is a wide spread of ability with some girls too chatty.

One boy has been absent for the last week

#### **Context:**

The class have been working on topic of sport for 2 weeks. They are familiar with the present tense and days of week.

### Detailed Lesson Plan

#### **Rapid Revision:**

Practise days of week with diary.

Practise sports with flashcard games

#### **Objectives:**

1. To introduce talking about what you do and asking what others do in perfect tense.
2. To use perfect tense in first person.
3. To extend perfect tense to 2<sup>nd</sup> and 3<sup>rd</sup> person.

Teaching and Learning	Mode	Time
Use this week's diary page to practise <b>This week I play at ..+ 5 sports</b>	L, S, R	5 mins
Use last week's diary page to introduce idea of past and introduce <b>Last week I played at ...</b>	L, S, R	5 mins
Introduce <b>question form/introduce 2<sup>nd</sup> person</b> with lots of question and answer and repetition to consolidate structures	L, S, R	5 mins
Extend to <b>introduce 3<sup>rd</sup> person masculine and feminine</b> using answers from class	L, S, R	5 mins
Lots of oral practice, ie <i>Qu'est-ce qu'il joue, Chris?/Il joue au rugby?</i> <i>Oui/Non, il joue au...</i>	L, S, R	10 mins

## Appendix 12 - Differentiation (extract from PGDE ML course)

Differentiation by -

- presentation of the task (text):
- level of response expected (outcomes):
- time allowed for task;
- number of tasks;
- differentiated resources - text, other media, context, people (eg Learning Support).
- interest.

DIFFERENTIATION BY TASK:

may take the form of

- graded tasks; (all pupils have opportunity to move on to increasingly difficult tasks)
- differentiated entry tasks; (teacher selects entry points, then pupils may move on to higher levels)
- branching tasks; (all pupils do core work then move on to extension or remediation after diagnostic assessment)
- parallel tasks; (separate versions of similar work are devised and teacher allocates tasks to groups).

## Appendix 13 – Frequency of use of Target Language nodes

<Internals\\Interviews with Students\\Transcription of Interview with Maria> - § 1 reference coded [1.09% Coverage]

Reference 1 - 1.09% Coverage

because I am German, it comes quite easily to me to use it all the time

<Internals\\Interviews with Students\\Transcription of Interview with Christine> - § 2 references coded [3.68% Coverage]

Reference 1 - 1.83% Coverage

I use it more with younger classes, I use it for instructions and to give them a bit of language I'd like them to remember.

Reference 2 - 1.85% Coverage

Hum, if I give instructions, like "Levez la main!" or like "Asseyez-vous!" or "Allez, Allez!" (Hurry up!). things like that.

<Internals\\Interviews with Students\\Transcription of Interview with Callum> - § 1 reference coded [4.71% Coverage]

Reference 1 - 4.71% Coverage

Well obviously, I try to use the target language as much as possible. It's always important to start off with the introduction to the topic in German, and try and go over the aims in German, in the target language first of all. It can then be gone over again in English just to make sure they are clear.

<Internals\\Interviews with Students\\Transcription of Interview with Nadine> - § 2 references coded [4.98% Coverage]

Reference 1 - 1.93% Coverage

Em, I would say I use it mainly for instructions, for basically for vocabulary. Things like, "Listen. Put your pens down." I try to use it quite a lot, but it obviously depends on the class, the stage they're at.



#### Reference 2 - 3.05% Coverage

And with older years, there's obviously a lot of scope to use it with Higher classes, for example, Advanced Higher classes, but on placement I found it really hard with those year groups, because it really depended on how accustomed they were to using the target language with their normal class teacher and I found that quite difficult

<Internals\\Interviews with Students\\Transcription of Interview with Carla> - § 1 reference coded [4.96% Coverage]

#### Reference 1 - 4.96% Coverage

Mainly I've used the target language for creating an ambiance, creating a specific ethos, in my classroom, because, as a language teacher, I believe the target language is very very important, so in terms of exposition, introduction, erm, for classroom instructions and for higher ability classes and for classes in the middle and upper school, I've used it more for actual discussion of topics, for development of topics.

<Internals\\Interviews with Students\\Transcription of Interview with Miranda> - § 2 references coded [4.57% Coverage]

#### Reference 1 - 1.69% Coverage

I use target language, I try to use target language as much as possible. Em, what I found, em, across the year in the different placements was that some schools used it more than others.

#### Reference 2 - 2.88% Coverage

And it depended on class sizes, on class settings, unfortunately, what I didn't agree with, so I tried to use it as much as possible. There were times, where I did think it was the ideal, and that perhaps, given my kinda short time of placement in school, that I wasn't going to be able to use it as much as I wanted to.

## Appendix 14 - Quotes from initial and final interviews regarding L1/L2 use.

Student	Quotes - Initial interview	Quotes - Final interview
Maria	<p>I use it very much, obviously because I am German, it comes quite easily to me to use it all the time. But, at the same time, because I'm German, I need to make sure that I don't use difficult-type language according to what my pupils' needs are. So, yes, I try to use it all the time, but there are sometimes that I don't use it.</p> <p>Generally, I start off by, em, giving pupils a sentence, for example, em, and making them understand what this is going to be about before I explain a grammar rule, so that they have something in their heads, they have something without actually knowing the rules. That's the way I have found is the best way to do it.</p>	<p>Yes, people generally say they try to speak as much of the language as they can, but there are certain times where it just won't work. I've never met anyone who says, yes, target language only. I actually haven't met anyone.</p> <p>Obviously, because at the beginning of your career, you wear other peoples' shoes. And you do try out things, I mean, over the past year I have tried out a few things, but certainly at the beginning, I've been influenced by what was said around me, because after all they've been teachers for ages, they must know, so...</p> <p>Yes, for them to precisely observe what I actually want from them, being under time pressure, when you have to do these exams you only, how many, 52 minutes I think we have. You need to get it done in that period. If I mess around trying to explain it in the target language for half the period, then I don't have the time to assess them anymore. And this is why I generally try to do it in the target language, as well as then for clarification, in their own language.</p> <p>If I was convinced they understood what I want to say, yeah, but not with that class, no (laughs). They understand the basic "Ein Stift", but "We're going to do a speaking</p>

		<p>exam.”, that’s too much for them. I think. Yes, because I can’t really do gestures to the exams. Or maybe I could....Mmm, something to try out! Certainly, it’s just time pressure I think in that instance.</p> <p>I know that when I did some of my placements, people were always saying to me, when you put the target on the board, when you introduce what you’re going to do, do it in English, never ever do it in the target language. That was drilled in, I learned that in all the placement schools and so that’s probably a habit that I learned during training that I didn’t quite get rid of.</p>
Christine	I use it more with younger classes, I use it for instructions and to give them a bit of language I’d like them to remember. So, that’s mainly what I use it for.	<p>I know for sure, if there’s a problem in the class and it’s not related to me talking to them in French, I would have to answer for that. And the pupil says, “If she speaks to me and it’s gibberish..”, I had that once, “...and that’s why I didn’t know what to do, so that’s why I misbehaved.”, that would be something I would have to answer for.</p> <p>Okay, so I would not use it [TL]when I manage the class, I would only use it when I introduce the language.</p> <p>They don’t really like the foreign language, yeah. I had a pupil telling me to go back to France. I’m not going to complain, there have been nice kids, but overall that’s what you get.</p> <p>Yeah, I’m definitely aware that it’s something positive and it’s not something we do a lot, but when you get a class that has not been taught it with other teachers, you think French,</p>

		<p>it's very difficult to build the relationship.</p> <p>I think that the reality is, I think, I don't want to stigmatise, the more difficult the school, the less open to language they are, yeah.</p> <p>Well, you have to adapt to your pupils and it's not just about you and your ideas and your ideals. You have to bend them in some ways and there are things you improve as well because you get to know them. I don't know, it's just, as soon as you go out of Moray House, your confidence drops, it's nothing, and you have to build that up and while you learn to learn the kids as well. It's just more difficult.</p>
Callum	<p>Well obviously, I try to use the target language as much as possible. It's always important to start off with the introduction to the topic in German, and try and go over the aims in German, in the target language first of all. It can then be gone over again in English just to make sure they are clear. Erm, I also try to do the register in a German fashion and add a little bit, such as "Guten Tag" or "Wie geht's?" instead of having them say, "Here, here, here." So I think it's important to implement it as much as possible and I do try that. I know sometimes I don't do as much as I wish I would. Sometimes it's hard explaining grammar rules in German. And I know the theory is you should stick with German to build the pupils' knowledge of the subject and keep it going. I think my weak point would definitely be the grammar. I do it in English.</p> <p>Yes, I think building in listening, speaking, reading and</p>	<p>I think a lot of the teachers would like to be able to say that they use target language all the time, but I think a lot of them will also admit that they do tend to explain a lot more things in English. I think it may be just when you are explaining a lot of things in the target language out of a class of 30, maybe, say 15 will understand and it's just the issue of timing. You have to repeat yourself perhaps three, perhaps four times before they actually understand what you're meaning or wanting from them.</p> <p>Within the class, if you are explaining grammar rules, I know it's easier to explain it in English perhaps, and to sort of compare it with the English language itself, with these grammar rules and things like that, so I think English is used quite a bit in the classroom.</p>

	<p>writing, those four tasks in a class of 40 minutes is sometimes hard and by the time you pack up and the language barrier, so I do feel under pressure, so there is the pressure of having to explain everything to them first and I think that is why perhaps I do explain it in English quickly for them. But I do try to explain the activity for them in German first, but if I fail – “What was that?”, then I will reply in English.</p>	<p>And if I was explaining that in German I feel almost as if then the few sort of troublemakers, as it is, well, in the past they’ve done as well, I don’t know what he’s on about and then it’s almost as if it’s kicking up dust and it already starts the process of a class revolt almost, and you know, one starts speaking to another, so I do set out in English what the work will be, what we’ll be covering today, so that they can follow from the start and get them engaged.</p> <p>I have tried it in German. Well, with that class I did try it at the start, “Wie geht’s?” and that, but they turn that into almost sarcasm, they’re like “Oh, what does that mean, I don’t even know how to say my name.”, you know, so they’re always putting themselves down. And you say “You do know, you do know how to say this.” But they don’t like to speak German when they’re with their pals, it’s not really cool.</p> <p>If you get on top of them in German, sorry, in English, if you lay down the rules in the first 5 minutes, tell them what you expect from them, make sure they understand, I think it’s a smoother learning curve throughout the lesson.</p>
Nadine	<p>I used cognates as well, so things that you know sound very similar to English words, but again that sometimes didn’t work, because with some they said “What does that mean?”. But, yeah, those are things I do. Repetition, I use a lot of repetition.</p>	<p>Moving the pupils in English? It was because they had to catch up with work, they weren’t there the previous lesson, so, to be honest, for speediness I used English to get them started as quickly as possible and I thought it would be a waste of time trying to explain to them in French, because the class I have is a very mixed ability class. There are some really strong pupils, there are some really weak pupils, so I choose my moments when to use target language, when to use it with them and that was one of the reasons I chose to</p>

		<p>use English.</p> <p>Well, with class tests, I think it's important for them to understand how well they did, it's important for them to understand where they went wrong and I don't think that would be done effectively in the target language.</p>
Carla	<p>Mainly I've used the target language for creating an ambiance, creating a specific ethos, in my classroom, because, as a language teacher, I believe the target language is very, very important, so in terms of exposition, introduction, erm, for classroom instructions and for higher ability classes and for classes in the middle and upper school, I've used it more for actual discussion of topics, for development of topics.</p> <p>I tend to repeat myself repeat myself more slowly and use hand gestures to aid comprehension. I also model, aim to model and demonstrate and through that, in general, I do ninety-nine per cent of the time, certain pupils in the class have gradually cottoned on to what the meaning is. They piece two and two together and they understand and so they know for next time, even if they forget in the interim period. There's always one bright spark who does remember and then the whole class learns together. Erm, sometimes I have caught myself lapsing into code-switchings, so I'll be talking, issuing instructions in the target language, and then I'll give the translation, which has been helpful, but I don't want to fall into that trap at all, so I'm going to make a concerted effort to not code-switch too much, so much in the future, because pupils do become lazy and it doesn't achieve the aim that it should.</p>	<p>I feel like IB level, advanced level, it is, depending on the class, I feel it is appropriate to teach everything in the target language. I'm aware that some teachers' philosophy is to teach grammar in English at all levels and I can understand that, it ensures everyone understands, however, at a certain level with a certain ability of people, I believe that target language is more valid.</p> <p>My motivation as a teacher for teaching 100% in the target language has increased, because I think during my probation year, eh during my PGDE year, I didn't feel so free or as confident, perhaps because I wasn't with one class for a whole year and I was under the tutorship, as it were, of other colleagues and I was really learning how to teach. But having mastered and grown in confidence in teaching, in delivering a lesson, I felt more and more free to deliver it in the target language. I do believe that communicating in the target language is much more effective for pupils' learning.</p> <p>...I've realised more at the end of the year now and following the observation actually of this class, that I should demand more in the target language from them, in that sometimes I recognise that I've let them go off in a discussion in English and sometimes I've said to them "En</p>

	<p>... I do believe that grammar can be taught communicatively. I think different pupils learn in different ways, so I do definitely think that it is important that they have a coherent note in English, I do believe they can also understand a certain grammar point through the target language.</p> <p>Em, I think educators, maybe MFL teachers maybe need to think more about the contexts when to use a target language and strategies for using it more and because I think there does seem to be a discrepancy between what we're encouraged to do and then often, often, not always, but often what we see in practice and so, I think, making up our minds on what, when and where is the appropriate use of the TL is definitely a really important professional decision for MFL teachers to make and so that's one that I'm wanting to read up more on and to a certain extent I've made some decisions, but I'm sure that they'll change, I'm sure that my opinion will change and I certainly want to be open-minded and want to continue experimenting, but aiming for eighty, ninety per cent TL use in my classrooms.</p>	<p>français, s'il vous plait!", but sometimes I've allowed them too much to discuss in English. It's maybe not a hot potato issue, like the burkha or something and that inevitably arouses quite a lot of emotion and opinion and quiet a lot of them have lapsed into English, and we've ended up having an interesting discussion, however, I do need to be more strict about demanding the target language from them and modelling that myself.</p> <p>But I am dissatisfied with the lack of general consistency, so that would be something to look at, because I do think that, ...it is appropriate to deliver everything in the target language.</p> <p>I think it's partly my character, in that I do like to establish a relationship with classes and sometimes I feel free to lapse into English, to almost give them a little break, it's almost like a little transition, I see it as a transition as well. However, I do believe that can be done in the target language and they would appreciate that in the target language. I could have easily said you know "beau cul" ça veut dire, you know, "beautiful butt" and they would have understood that, so I think there is still inconsistency that I need to eradicate. Yeah, that's my conclusion.</p>
Miranda	<p>I use target language, I try to use target language as much as possible. Em, what I found, em, across the year in the different placements was that some schools used it more than others. And it depended on class sizes, on class settings, unfortunately, what I didn't agree with, so I tried to use it as much as possible. There were times, where I did think it was the ideal, and that perhaps, given my kinda short time of placement in school, that I wasn't going to be able to use it as much as I wanted to. Because I think the target language, using it consistently, for me might come</p>	<p>...most of my colleagues agreed that it was easier to use target language with top sets, where you could actually use some of the pupils to translate for the others, so that the very aware pupils could then be used to get the others to grasp what was going on without having to revert to English. So, that was the general consensus.</p> <p>...because my timetable wasn't very high ability sets, though</p>

<p>when I start with my own classes at the beginning of the year and I set a standard for basically being able to ask, to be able to have an interactive conversation with children or with pupils about what they need from me, so if they have the vocabulary, for example (some Spanish), then I would be able to not kind of go into English and say “Right, who needs a sharpener?” and that sort of thing, to be able to establish target language at the outset and the expectation of using target language, so that was one of the difficulties that I found, so even though I wanted to use it as much as possible, I found it sometimes quite difficult.</p> <p>Well, for, during my year, I’ve generally used English for the teaching of grammar. But, again, I think the ideal would be to use the target language for grammar as well, but given the restrictions that I discovered at schools, and depending on the schools and on the class sizes, and how they had started the year, then I tended to use English, because of the comprehension.</p> <p>Because you ensure that the comprehension is immediate, and even sometimes it’s not immediate if you speak in English, it still has to be clarified further.</p> <p>What I found was, for the actual nitty gritty of the activity or the task, if there was, say there was a game like strip bingo, instead of giving the instructions in French, I would ensure that it was given in English, so that people wouldn’t be there, kind of, folding paper, you know, the wrong way and then not having, but what I found was, with smaller classes, then you were actually more able to do target</p>	<p>I basically tried to respond to the children when they were saying to me “Oh, we don’t understand what that means.”, or whatever, you know, they didn’t feel comfortable, I would try to make my instructions in English, so that, just to ensure they understood.</p> <p>Normally, with that class, I’d start in English and basically get them to understand the instructions and then try to use repetition with, I mean it is, it’s a kind of more spoon-feeding approach to eh, but if perhaps you heard one of the pupils saying “What does that mean?” and once they’re, I think with 31 in the class, it was almost too big, because if some lost interest and were trying to distract others, then if I was speaking in target language and they weren’t understanding, then that was an excuse for doing that.</p> <p>And I know there are some kids in that class who could do it, but there are others who would use the target language as an excuse to distract and become disengaged and then the rest of the class would become disruptive. So that one was maybe one, if I were staying longer in the school, in this school, and I had the same children, I would maybe, well now they’ve all gone into different sets for third year, but I would maybe try to build my confidence in using target language with them, try and make them more resourceful.</p> <p>I think for me, at the beginning, classroom management was a big thing, because there were a lot of classes I had inherited from last year’s probationer, which were probably lower ability sets and therefore the classroom management in my observed lessons, it was something that I had to work</p>
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	<p>language most of the time,...</p> <p>Well, I think it's an excellent way to allow children to hear the language in use, to arouse curiosity, to um, I mean it would be my ideal, it probably would be the ideal of every Modern Foreign Languages teacher to use the target language ninety per cent of the time.</p>	<p>on. And I think probably my target language use kind of went down. In order to kind of readjust the classroom management.</p> <p>I used to feel self-conscious that I wasn't speaking in the target language and if I was speaking English, I would think there was someone looking in on my class and thinking she's not using target language enough and feeling bad for talking in English, whereas I don't feel that now. I feel sometimes it's really necessary for classroom management purposes.</p>
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## Appendix 15 - Initial Skim and Scan Analysis of Interviews in June 2010 with Student Teachers

Question	Maria	Christine	Callum	Nadine	Carla	Miranda
How do you use the target language?	I use it very much, obviously because I am German	<ol style="list-style-type: none"> <li>1. more with younger classes</li> <li>2. for instructions</li> <li>3. to give them a bit of language</li> </ol>	<ol style="list-style-type: none"> <li>1. I try to use the target language as much as possible</li> <li>2. to start off with the introduction to the topic in German</li> <li>3. also try to do the register in a German fashion</li> <li>4. sometimes I don't do as much as I wish I would</li> <li>5. Sometimes it's hard explaining grammar rules in German</li> <li>6. I know the theory is you should stick</li> </ol>	<ol style="list-style-type: none"> <li>1. it mainly for instructions</li> <li>2. for vocabulary</li> <li>3. I try to use it quite a lot, but it obviously depends on the class</li> <li>4. With first year for example, I would obviously try to use, actually the most with first years</li> <li>5. with older years, there's obviously a lot of scope to use it with Higher classes</li> <li>6. it really</li> </ol>	<ol style="list-style-type: none"> <li>1. for creating an ambiance, creating a specific ethos</li> <li>2. actual discussion of topics, for development of topics</li> </ol>	<ol style="list-style-type: none"> <li>1. I try to use target language as much as possible</li> <li>2. it depended on class sizes</li> <li>3. using it consistently, for me might come when I start with my own classes</li> <li>4. and I set a standard</li> </ol>

			with German	<p>depended on how accustomed they were to using the target language</p> <p>7. I really do want to use it with all my classes from day 1</p>		
When pupils show difficulty with comprehension in the target language, what do you do?	<ol style="list-style-type: none"> <li>do the 'Krashen' method that we've learnt</li> <li>just mime things</li> <li>make them understand in the target language</li> <li>but if that doesn't ...go back to English.</li> </ol>	<ol style="list-style-type: none"> <li>it depends</li> <li>repeat in a different way</li> <li>if ... a really weak student, ...in English</li> </ol>	<ol style="list-style-type: none"> <li>I try to mime</li> <li>I won't just give them the answer straight away in English</li> <li>also ask others, for example, can you help in German</li> </ol>	<ol style="list-style-type: none"> <li>I just went over them again</li> <li>I used cognates as well</li> <li>I use a lot of repetition</li> </ol>	<ol style="list-style-type: none"> <li>repeat myself more slowly and use hand gestures to aid comprehension</li> <li>model, aim to model and demonstrate</li> <li>I do ninety-nine per cent of the time</li> <li>bright spark who does remember and then the whole class learns together</li> <li>caught</li> </ol>	<ol style="list-style-type: none"> <li>I was probably guilty of translating</li> <li>I would use gestures or if I had realia</li> <li>but sometimes circumstances ..demand . English.</li> <li>I've generally used English for the teaching of grammar depending on the schools and on the class</li> </ol>

					myself lapsing into code-switchings 6. I'm going to make a concerted effort to not code-switch too much	sizes building target language for me would be incremental 7. and if I could just find strategies of doing that without using English and keeping in the target language, that would be the best 8.
How do you teach grammar?	1. giving pupils a sentence, for example 2. so the first way will generally be in the target language 3. most of the time I've been told just do it in English	1. say I use it just to use the point 2. I would give examples 3. put it on the board 4. show..at the beginning what it is .. in French 5. explain it in English after that 6. then I think I would get them to	1. I do it with a Powerpoint 2. just put it up on the board and go over it 3. carry this on by way of activities 4. make it active, so they're using it and also having fun,	1. I don't think I've been confident enough to do it in the target language 2. I try not to introduce the rule straight away 3. With third and fourth year, I have, I have directly given them the rule	1. I tend to use English 2. but I do believe that grammar can be taught communicatively 3. think different pupils learn in different ways 4. they can also understand a certain grammar	1. easier to use target language with top sets 2. they were quite voracious for language and decoding language

		<p>explain it in English</p> <p>7. wouldn't use the target language after that</p>		<p>sometimes, saying depends on the level of the class</p> <p>4. with bottom sets, third and fourth year, you might stick to doing it a bit like the first year</p> <p>5. sometimes directly explaining the grammar rule has been confusing for some pupils</p>	point through the target language	
Do you ever laugh or joke with classes in the target language?	The target language, generally. Because normally I like to stay in the target language	I'm not a jokey person. I don't use jokes	<p>1. it in English, I must admit</p> <p>2. Sometimes we do have a laugh with the pronunciation</p>	I do that in English	<p>1. a mixture</p> <p>2. more natural in teaching Italian</p>	<p>1. they liked toilet humour</p> <p>2. but not ... comprehending it as a joke</p>
With whom do you use the target language?	<p>1. generally use more ... with older classes</p> <p>2. with younger classes, just to ease them</p>	<p>1. with the first and second years I use target language</p> <p>2. third if they</p>	<p>1. you don't want people to fall behind too much</p> <p>2. just seems easier to</p>	<p>1. do the start of the lesson in the target language</p> <p>2. the date, the time, maybe</p>	<p>1. higher ability classes and smaller</p> <p>2. dependent on the character of</p>	does depend on which sets you're teaching

	<p>into the language slowly</p> <p>3. been given that advice ... by other teachers</p>	<p>start getting into folios and stuff, I think the target language just disappears</p> <p>3. when I introduce a structure I use it</p> <p>4. (5<sup>th</sup>/6<sup>th</sup> Yr) I think I would use non-stop target language</p>	<p>guide them along using a bit of English</p> <p>3. it just depends on the class</p>	<p>the weather</p> <p>3. the learning objectives in the target language</p> <p>4. it's the middle part ...that ...probably more English</p> <p>5. recapping is probably more target language</p>	<p>the class</p> <p>3. I often find classroom management issues prevent me</p>	
Do you ever feel under pressure of time?	<p>I think I would cut out other things</p> <p>I don't think the target language fails at that point.</p>	<p>I really don't know if I would switch to English straight away</p>	<p>1. building in listening, speaking, reading and writing, those four tasks</p> <p>2. hard and by the time you pack up</p> <p>3. and the language barrier</p> <p>4. I think that is why perhaps I do explain it in English quickly</p>	<p>I haven't had any major worries about that</p>	<p>1. Yes</p> <p>2. I've definitely noticed an increasing flexibility with lesson plans and the content</p>	<p>1. I think because time is so important in the classroom</p> <p>2. it is a kind of great limiting factor if you're using the target language, at times</p>

			5. But I do try to explain the activity for them in German first			
Explaining, activities, classroom management?	<ol style="list-style-type: none"> <li>1. I've been told ... objectives, ... do that in English</li> <li>2. again at the end to sum up some things .... do that again in English</li> <li>3. picked up on placement</li> <li>4. people then know exactly what's going to happen</li> <li>5. know exactly what they've learned at the end</li> <li>6. only a matter of training to get these things in the target language</li> <li>7. will see how that will turn</li> </ol>	<ol style="list-style-type: none"> <li>1. at the beginning</li> <li>2. to organise the class,</li> <li>3. if they are quite simple I would use French</li> <li>4. if ... some have not understood ... in English</li> <li>5. It depends what kind of activity</li> </ol>	<ol style="list-style-type: none"> <li>1. I do try to use the target language for explaining most of the stuff, almost everything</li> <li>2. always first in the target language</li> <li>3. I sometimes explain it a second time and if they still don't understand it.</li> <li>4. Point to my ear if it is a listening activity</li> <li>5. let them try to guess</li> </ol>	<ol style="list-style-type: none"> <li>1. classroom management</li> <li>2. but a few times when I did use the target language, ...it was really effective</li> <li>3. I really should rely on the target language more</li> </ol>	<ol style="list-style-type: none"> <li>1. in general classroom management I'll use the TL</li> <li>2. It depends on the nature of the lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. and parents actually said "What's this teacher doing? She's speaking too much</li> <li>2. depending on the ability to kind of incrementally build towards the end of the year</li> </ol>

	out next year.					
What advantages do you perceive in using the target language in class?	<ol style="list-style-type: none"> <li>1. all the learning will happen a lot easier</li> <li>2. if they get as much target language as possible</li> <li>3. like them to learn a proper German accent</li> <li>4. it just eases the learning of a language</li> </ol>	<ol style="list-style-type: none"> <li>1. they like it</li> <li>2. the kids find it funny</li> <li>3. good to get used to the sound of French</li> </ol>	<ol style="list-style-type: none"> <li>1. If you speak in the target language all the time, the pupils will grasp it fairly quickly</li> <li>2. this constant use of the target language will sink in</li> <li>3. I think it is very important to stick to the target language</li> </ol>	<ol style="list-style-type: none"> <li>1. huge advantages</li> <li>2. use another language speak another language</li> <li>3. to communicate with people from different countries</li> <li>4. I don't use it as much as I'd like to right now, but it's something that I'm definitely going to start off by doing when I start my probation year</li> <li>5. because once you're stuck in that rut of not using the target</li> </ol>	<ol style="list-style-type: none"> <li>1. in our nation today, that's increasingly more important and valid</li> <li>2. schools are so multilingual and we live in an inter-dependent economy that, without a doubt, languages are pivotal</li> </ol>	<ol style="list-style-type: none"> <li>1. it's an excellent way to allow children to hear the language in use</li> <li>2. be the ideal of every Modern Foreign Languages teacher to use the target language ninety per cent of the time</li> <li>3. I do think it is very beneficial</li> </ol>



				language, it's just so easy to do that 6. other subjects, like Maths, are using Maths		
What disadvantages do you perceive in using the target language in class?	<ol style="list-style-type: none"> <li>1. pupils have a really short attention span</li> <li>2. they will switch off</li> <li>3. not wanting to try and understand depends on the class</li> <li>4. depends on the class</li> </ol>	<ol style="list-style-type: none"> <li>1. there are just moments where you just can't</li> <li>2. there are just moments where you just can't</li> </ol>	<ol style="list-style-type: none"> <li>1. disadvantages are few</li> <li>2. some pupils automatically turn off</li> <li>3. They feel stupid and completely switch off</li> </ol>	<ol style="list-style-type: none"> <li>1. confusion. Kids don't understand you, or misunderstand you</li> <li>2. the time factor again</li> </ol>	<ol style="list-style-type: none"> <li>1. some pupils feeling singled out and struggling</li> <li>2. they're intimidated by the use of a foreign tongue</li> </ol>	<ol style="list-style-type: none"> <li>1. children use it as a ploy to be disruptive</li> <li>2. they weren't used to being spoken to in the target language</li> <li>3. an excuse to play up</li> </ol>
Is there anything you'd like to say	<ol style="list-style-type: none"> <li>1. behaviour management</li> <li>2. I don't actually know what I do</li> <li>3. like to look at that in particular</li> </ol>	<ol style="list-style-type: none"> <li>1. smaller classes they're better to use language</li> <li>2. to cut the class sizes for the speaking part of the lesson</li> <li>3. you can put them in groups</li> <li>4. it's better to interact with them</li> </ol>	<ol style="list-style-type: none"> <li>1. It's easy saying you need to use the target language all the time and I definitely try</li> <li>2. In reality it is hard to use it 100% of the time</li> <li>3. 90% target language and 10% English I would say is</li> </ol>	<ol style="list-style-type: none"> <li>1. be realistic and to set myself realistic targets</li> <li>2. me it is just about building it up</li> <li>3. that way you really get a sense of achievement</li> <li>4. they can understand so well, it is because of</li> </ol>	<ol style="list-style-type: none"> <li>1. MFL teachers maybe need to think more about the contexts when to use a target language and strategies for using it more</li> <li>2. there does seem to be a discrepancy between what we're encouraged</li> </ol>	<ol style="list-style-type: none"> <li>1. target language would be my ideal ninety per cent of the time</li> <li>2. a temporary teacher and you weren't starting out with the class</li> </ol>

		individually	alright	you	<p>to do and then often, often, not always, but often what we see in practice</p> <p>3. wanting to read up more on</p> <p>4. but aiming for eighty, ninety per cent TL use in my classrooms</p>	
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